QUINQUENNIAL REPORT

PUBLIC SCHOOLS BLOOMINGTON ILLINOIS

1900-
-1905

A Corner of the Franklin School Grounds

Rules of the Board of Education

AND

Quinquennial Report

OF THE

Public Schools

OF

Bloomington Illinois

1900 — 1905

E. M. VAN PETTEN 1900-1901
J. K. STABLETON 1901-1905
Superintendent of City Schools

BLOOMINGTON ILLINOIS
J. E. BURKE & CO., ARTISTIC PRINTERS
1905

CALENDAR FOR 1905-06.

First Semester—Monday, September 11, 1905—January 26, 1906.

Second Semester—Monday, January 29—June 7, 1906.

Winter Vacation—December 22, 1905—January 8, 1906.

Spring Vacation—March 23—April 2, 1906.

REPORT DAYS.

First Semester—Monday, October 16; November 13; December 11; January 29.

Second Semester—Monday, March 5; April 9; May 7; June 4, and Wednesday, June 6.

Commencement Day—Thursday, June 7, 1906.

GENERAL MEETINGS OF TEACHERS.

Saturday, September 9, 9:30 a. m., and on each Friday afternoon following report Monday, at 3:30.

GRADE MEETINGS.

Grade meetings will be held at the call of the Superintendent and of the Supervisors.

BOARD OF EDUCATION 1901-02.

HORATIO G. BENT, President	Term expires 1902
WILLIAM K. BRACKEN, Treasurer	Term expires 1902
B. S. POTTER	Term expires 1904
SUE A. SANDERS	Term expires 1904
WILLIAM T. HEMPSTEAD	Term expires 1903
*HENRY BEHR	Term expires 1903
MILLARD LLOYD	Term expires 1902

*Elected in April, 1901, to fill vacancy caused by the resignation of W. A. Gerken, January 25, 1901.

ISLA B. MCCARTY, Secretary.

Standing Committees.

Teachers—B. S. Potter, Sue A. Sanders, W. K. Bracken.

School Examiners—B. S. Potter, Sue A. Sanders, J. K. Stableton.

Text-Books and Course of Study—Sue A. Sanders, B. S. Potter, J. K. Stableton.

Rules and Regulations—Wm. T. Hempstead, Millard Lloyd, Sue A. Sanders.

Janitors and Supplies—Millard Lloyd, W. A. Gerken, W. T. Hempstead.

Buildings and Grounds—W. A. Gerken, Millard Lloyd, W. T. Hempstead.

High School—W. A. Gerken, B. S. Potter, Sue A. Sanders.

Finance—W. A. Gerken, W. K. Bracken, W. T. Hempstead.

School Committees.

Franklin School—Wm. K. Bracken.
Jefferson School—Sue A. Sanders.
Washington School—Wm. T. Hempstead.
Emerson School—Horatio G. Bent.
Lincoln School—Millard Lloyd.
Irving School—B. S. Potter.
Edwards School—Henry Behr.
Raymond School—B. S. Potter.
Sheridan School—Horatio G. Bent.
Hawthorne School—Sue A. Sanders.

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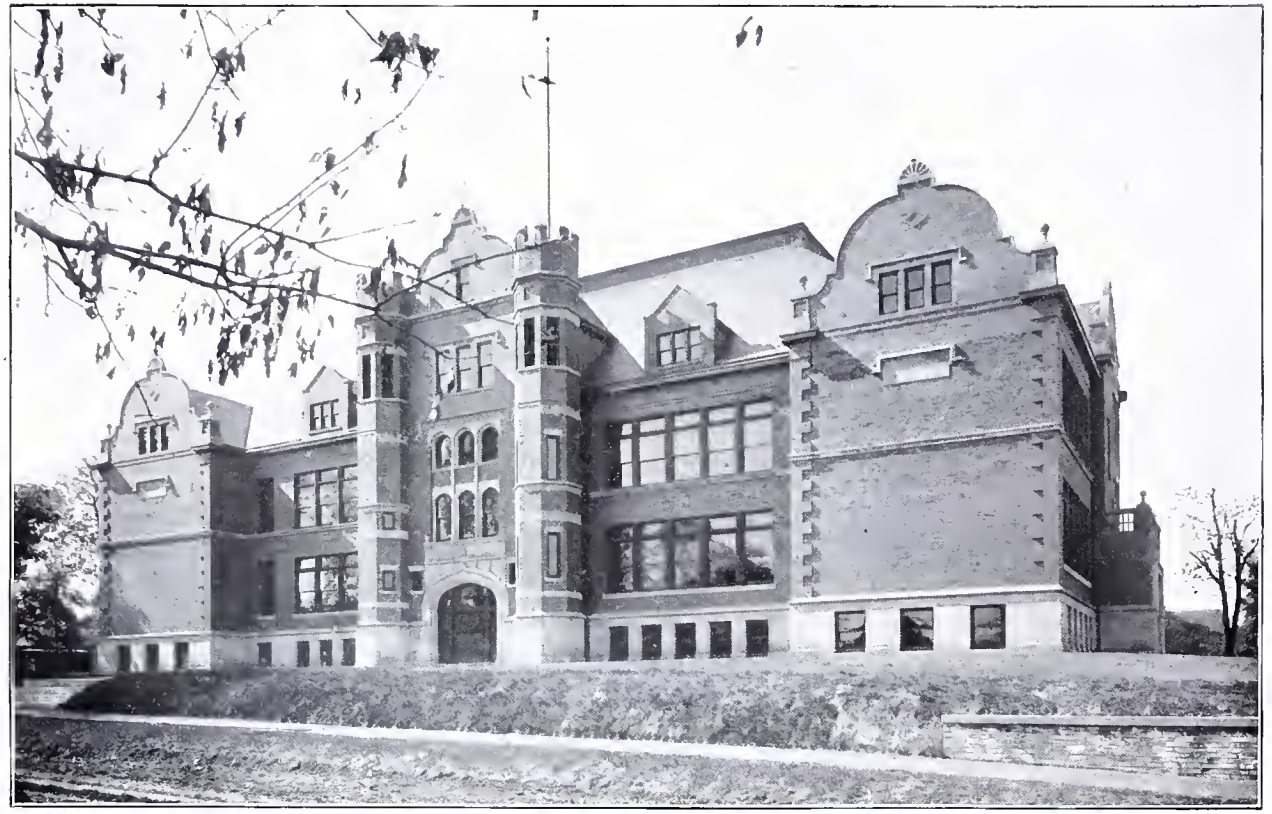


Irving School

BOARD OF EDUCATION 1902-03.

HORATIO G. BENT, President	Term expires 1905
B. S. POTTER, Treasurer	Term expires 1904
JESSE E. HOFFMAN	Term expires 1905
*MILLARD LLOYD	Term expires 1905
SUE A. SANDERS	Term expires 1904
WILLIAM T. HEMPSTEAD	Term expires 1903
HENRY BEHR	Term expires 1903

*Resigned January 30, 1903. W. K. Bracken appointed by the Board to fill the vacancy, March 13, 1903.

ISLA B. MCCARTY, Secretary.

Standing Committees.

Teachers—B. S. Potter, Sue A. Sanders, Henry Behr.

School Examiners—B. S. Potter, Sue A. Sanders, J. K. Stableton.

Text-Books and Course of Study—Sue A. Sanders, B. S. Potter, J. K. Stableton.

Rules and Regulations—B. S. Potter, Millard Lloyd, Sue A. Sanders.

Janitors and Supplies—Henry Behr, Jesse Hoffman, Wm. T. Hempstead.

Buildings and Grounds—Henry Behr, Jesse Hoffman, Millard Lloyd.

High School—Jesse Hoffman, B. S. Potter, Sue A. Sanders.

Finance—Henry Behr, Millard Lloyd, Wm. T. Hempstead.

School Committees.

Franklin School—Jesse Hoffman.
Jefferson School—Sue A. Sanders.
Washington School—Wm. T. Hempstead.
Emerson School—Horatio G. Bent.
Lincoln School—Millard Lloyd.
Irving School—Henry Behr.
Edwards School—B. S. Potter.
Raymond School—Henry Behr.
Sheridan School—Horatio G. Bent.
Hawthorne School—Sue A. Sanders.

BOARD OF EDUCATION 1903-04.

Horatio G. Bent, President	Term expires 1905
B. S. Potter, Treasurer	Term expires 1904
Henry Behr	Term expires 1906
Dr. C. M. Noble	Term expires 1906
Jesse E. Hoffman	Term expires 1905
Robert E. Williams	Term expires 1905
Sue A. Sanders	Term expires 1904

Isla B. McCarty, Secretary.

Standing Committees.

Teachers—B. S. Potter, Sue A. Sanders, Henry Behr.

School Examiners—B. S. Potter, Sue A. Sanders, J. K. Stableton.

Text-Books and Course of Study—Sue A. Sanders, B. S. Potter, J. K. Stableton.

Rules and Regulations—B. S. Potter, C. M. Noble, R. E. Williams.

Janitors and Supplies—R. E. Williams, Henry Behr, Jesse Hoffman.

Buildings and Grounds—Henry Behr, Jesse Hoffman, C. M. Noble.

High School—Jesse Hoffman, B. S. Potter, Sue A. Sanders.

Finance—C. M. Noble, Henry Behr, R. E. Williams.

School Committees.

Franklin School—Jesse Hoffman.
Jefferson School—Sue A. Sanders.
Washington School—C. M. Noble.
Emerson School—Horatio G. Bent.
Lincoln School—R. E. Williams.
Irving School—Henry Behr.
Edwards School—B. S. Potter.
Raymond School—Henry Behr.
Sheridan School—Horatio G. Bent.
Hawthorne School—Sue A. Sanders.

Corridor, Second Floor, Irving School

BOARD OF EDUCATION 1904-05.

HORATIO G. BENT, President	Term expires 1905
B. S. POTTER, Treasurer	Term expires 1907
SUE A. SANDERS	Term expires 1907
HENRY BEHR	Term expires 1906
DR. C. M. NOBLE	Term expires 1906
JESSE E. HOFFMAN	Term expires 1905
ROBERT E. WILLIAMS	Term expires 1905

ISLA B. MCCARTY, Secretary. Resigned September, 1904.
EMMA S. RANDOLPH, Secretary. Elected September, 1904.

Standing Committees.

Teachers—B. S. Potter, Sue A. Sanders, Henry Behr.

School Examiners—B. S. Potter, Sue A. Sanders, J. K. Stableton.

Text-Books and Course of Study—Sue A. Sanders, B. S. Potter, J. K. Stableton.

Rules and Regulations—B. S. Potter, C. M. Noble, R. E. Williams.

Janitors and Supplies—R. E. Williams, Henry Behr, Jesse Hoffman.

Buildings and Grounds—Henry Behr, Jesse Hoffman, C. M. Noble.

High School—Jesse Hoffman, B. S. Potter, Sue A. Sanders.

Finance—C. M. Noble, Henry Behr, R. E. Williams.

School Committees

Franklin School—Jesse Hoffman.
Jefferson School—Sue A. Sanders.
Washington School—C. M. Noble.
Emerson School—Horatio G. Bent.
Lincoln School—R. E. Williams.
Irving School—Henry Behr.
Edwards School—B. S. Potter.
Raymond School—Henry Behr.
Sheridan School—Horatio G. Bent.
Hawthorne School—Sue A. Sanders.

BOARD OF EDUCATION 1905-06.

HORATIO G. BENT, President	Term expires 1908
B. S. POTTER, Treasurer	Term expires 1907
JESSE E. HOFFMAN	Term expires 1908
ROBERT E. WILLIAMS	Term expires 1908
SUE A. SANDERS	Term expires 1907
HENRY BEHR	Term expires 1906
DR. C. M. NOBLE	Term expires 1906

EMMA S. RANDOLPH, Secretary.

Standing Committees.

Teachers—B. S. Potter, Sue A. Sanders, Henry Behr.

School Examiners—B. S. Potter, Sue A. Sanders, J. K. Stableton.

Text-Books and Course of Study—Sue A. Sanders, B. S. Potter, J. K. Stableton.

Rules and Regulations—B. S. Potter, C. M. Noble, R. E. Williams.

Janitors and Supplies—R. E. Williams, Henry Behr, Jesse Hoffman.

Buildings and Grounds—Henry Behr, Jesse Hoffman, R. E. Williams.

High School—Jesse Hoffman, B. S. Potter, Sue A. Sanders.

Finance—C. M. Noble, Henry Behr, R. E. Williams.

School Committees.

Franklin School—Jesse Hoffman.
Jefferson School—Sue A. Sanders.
Washington School—C. M. Noble.
Emerson School—Horatio G. Bent.
Lincoln School—R. E. Williams.
Irving School—Henry Behr.
Edwards School—B. S. Potter.
Raymond School—Henry Behr.
Sheridan School—Horatio G. Bent.
Hawthorne School—Sue A. Sanders.

Assembly Room, Seating Capacity Six Hundred, Irving School

COMPARATIVE STATISTICS FOR THE PAST TWENTY-FIVE YEARS.

	1875–6	1876–7	1877–8	1878–9	1879–80	1880–1	1881–2	1882–3	1883–4	1884–5	1885–6
Total enrollment	3,228	3,476	3,395	3,217	3,581	3,410	3,447	3,488	3,361	3,166	3,327
Average membership	2,402	2,429.1	2,485.4	.....	2,527.4	2,482.5	2,554.8	2,617.3	2,579.2	2,482.3	2,682.4
Average attendance	2,261	2,294	2,349	2,317.1	2,385.9	2,375.4	2,451.2	2,485.8	2,457.6	2,366.3	2,540.2
Per cent of attendance	94.6	94.6	94.5	94.5	94.5	95.6	95.3	94.5	95	95.11	93.9
No. cases tardiness	5,476	5,476	1,949	1,557	1,535	1,589	1,262	1,491	1,272	1,226	1,116
No. teachers employed	57	57	63	63	65	66	70	69	69	72	75
Average pupils per teacher	39.7	40.3	39.5	41.4	40	42.4	41.8	40.7	40.3	36.6	38.5
No. under 21 years	7,756	7,992	7,292	6,813	6,974	7,003	8,700[?	9,761	9,933	10,052.1	10,073
No. between 6 and 21	5,793	4,928	4,928	5,911	5,395	5,714	8,024[?	7,551	6,988	6,868	7,057
No. between 6 and 14	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

COMPARATIVE STATISTICS FOR THE PAST TWENTY-FIVE YEARS.—Continued.

	1886–7	1887–8	1888–9	1889–90	1890–1	1891–2	1892–3	1893–4	1894–5	1895–6	1896–7	1897–8	1898–9	1899-00
Total enrollment	3,424	3,396	3,346	3,391	3,297	3,302	3,439	3,453	3,562	3,804	3,973	4,168	4,093	4,102
Average membership	2,613.1	2,530	2,824.3	2,669	2,685	2,671.5	2,714	2,785	2,931	3,122	3,345	3,457.8	3,517.7	3 489.1
Average attendance	2,485.8	2,514	2,571.2	2,542	2,539.6	2,554	2,547	2,649	2,800	2,973	3,221	3,344.3	3,374.7	3,351.6
Per cent of attendance	95	94.6	95.4	95.5	95.57	95.1	94	95	95.5	95.2	96.3	96.7	95.9	96
No. cases tardiness	1,028	1,013	854	750	715	951	1,560	1,283	1,353	1,300	1,333	1,021	1,396	1,261
No. teachers employed	75	75	76	76	78	79	79	80	80	87	96	98	98	†98
Average pupils per teacher	38.4	37.2	39.5	38.5	32.6	34	34 3	34.5	36.6	36	35	37	37	‡37
No. under 21 years	10,058	10,152	10,169	10,059	10,477	10,638	11,444	11,180	11,530	11,627	11,447	11,671	9,453	8,287
No. between 6 and 21	6,405	6,584	6,685	6,231	6,962	7,436	6,330	6,566	7,318	7,878	7,926	8,785	6,927	5,786
No. between 6 and 14	.....	.....	.....	.....	.....	3,987	4,568	4 685	5,715	5,722	5,954	6,058	4,596	3,420

†Exclusive of supervising officers the number is 94. The number 98 corresponds with numbers given other years, because it includes all teachers and supervisors except the Superintendent.

‡3,489.1÷94.

COMPARATIVE STATISTICS FOR THE PAST THIRTY YEARS.

	1900-1	1901-2	1902-3	1903-4	1904-5
Total enrollment	4,219	4,341	4,358	4,371	4,410
Average membership	3,584	3,713	3,666	3,701	3,744
Average attendance	3,465	3,579	3,507	3,528	3,553
Per cent of attendance	96	95	95	95	95
*Number of teachers employed	98	101	106	108	109
Average pupils per teacher	38	39	37	36	37
Number under 21 years	8,630	9,017	8,948	9,094	9,150
Number between 6 and 21	6,369	6,499	6,563	6,823	6,949
Number between 6 and 14	3,839	3,984	3,917	4,204	4,125

*Number of teachers employed, exclusive of supervising officers: For 1900-1, 94; 1901-2, 96; 1902-3, 100; 1903-4, 102; 1904-5, 102.

SUMMARY OF STATISTICS FOR YEAR 1898-9.

	Franklin School	Jefferson School.	Washington School.	Emerson School.	Lincoln School.	Irving School.	Edwards School.	Raymond School	Sheridan School.	Hawthorne School.	Market Street School.	High School.	Total.
No. enrolled exclusive of transferred pupils.	370	353	182	347	365	490	515	144	387	358	206	376	4,093
No. received by transfer	29	24	20	20	25	35	26	12	21	10	31	.....	253
No. transferred	16	23	17	23	31	45	22	6	21	19	38	.....	261
No. graduated	23	32	.....	38	13	.....	47	.....	.....	.....	.....	32	185
No. of voluntary withdrawals	12	57	33	44	53	74	121	17	71	60	33	63	608
Average number belonging in school	331	312.4	145	294.4	307.4	417.2	441.8	132.1	323	305.9	157.5	350	3,517.7
Average daily attendance	320.4	301.5	139.6	284	292.8	398.6	418.4	128.4	310.7	293.1	151.2	335	3,374.7
Per cent of att'nd'nce on av. number bel'ging	96.7	96.5	96.2	96.4	95.5	95.5	94.6	97.3	96.2	95.8	96	96	95.9
No. of cases of tardiness	122	173	104	104	154	125	148	33	140	67	98	128	1,396
No. of cases of truancy	5	1	2	3	3	2	5	1	2	6	1	4	35
No. of pupils absent	37	38	6	31	13	29	20	11	22	19	9	18	283
No. of pupils not tardy	296	283	134	278	247	420	458	117	301	307	141	279	3,261
No. of pupils absent only account of sickness	113	116	43	80	88	114	88	34	63	97	40	297	1 173
No. in school less than two months	9	8	8	9	14	7	19	1	5	6	2	14	102
No. in school two months and less than four.	19	21	9	12	21	23	27	7	15	24	19	11	208
No. in school four months and less than six..	19	19	23	37	21	37	46	17	29	15	25	17	305
No. in school six months and less than eight	21	24	15	29	29	32	46	8	32	19	16	30	301
No. in school eight months and less than nine	11	22	3	13	59	72	45	4	17	24	12	11	233
No. in school nine months	304	260	127	244	245	359	366	113	289	261	125	293	2,936
No. registered at the age of six years	40	36	38	44	41	76	.....	18	71	52	73	.....	489
No. registered at the age of seven years	40	27	23	43	44	55	.....	15	67	44	61	.....	419
No. registered at the age of eight years	27	25	25	35	42	69	14	18	56	51	39	.....	401
No. registered at the age of nine years	23	46	26	43	39	65	62	21	68	55	23	.....	471
No. registered at the age of ten years	47	40	25	32	54	48	46	17	64	50	9	.....	432
No. registered at the age of eleven years	55	27	18	29	42	49	63	22	30	20	1	.....	356
No. registered at the age of twelve years	49	41	17	31	40	49	97	14	16	46	.....	.....	400
No registered at the age of thirteen years	39	45	4	33	39	46	86	15	8	19	.....	5	330
No. registered at the age of fourteen years	26	26	2	26	19	18	89	3	6	12	.....	24	251
No. registered at the age of fifteen years	13	26	2	19	10	13	37	.....	1	9	.....	58	188
No. registered at the age of sixteen years	10	12	2	9	2	2	16	1	.....	.....	.....	104	158
No. registered at the age of seventeen years	1	1	.....	2	2	.....	3	.....	.....	.....	.....	84	93
No. registered at the age of eighteen years	.....	1	.....	1	.....	.....	1	.....	.....	.....	.....	58	61
No. registered at the age of nineteen years	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	26	26
No. registered at the age of twenty years	.....	.....	.....	.....	.....	.....	1	.....	.....	.....	.....	12	13
No. registered at the age of twenty-one years	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	5	5
No. of cases of corporal punishment	14	36	14	16	25	15	18	12	13	13	11	4	191
No. failing to do the work of one semester	40	57	25	44	75	64	102	26	61	40	31	23	588
No. doing work of one semester only	100	94	75	91	105	158	179	51	159	124	68	81	1,285
No. doing work of two semesters	237	188	79	188	176	253	235	73	165	181	97	266	2,138
No. doing work of three or more semesters	6	15	6	21	3	5	3	.....	2	4	3	6	74
Cases of tardiness on the part of teachers	8	6	2	10	3	10	19	1	.....	7	3	1	68
No. of suspensions	2	3	.....	.....	.....	.....	1	1	2	2	1	7	19

SUMMARY OF STATISTICS FOR THE YEAR 1899-00.

	Franklin School	Jefferson School	Washington School	Emerson School	Lincoln School	Irving School	Edwards School	Raymond School	Sheridan School	Hawthorne School	Market Street School	High School	Total
No. enrolled exclusive of transferred pupils.	351	355	191	361	376	498	526	135	359	357	269	384	4 102
No. received by transfer	18	19	18	13	37	20	29	6	16	14	23	.....	213
No. transferred	7	23	13	29	34	36	17	4	17	31	17	.....	228
No. graduated	42	36	.....	24	11	16	70	.....	.....	.....	.....	39	238
No. of voluntary withdrawals	39	49	49	61	71	78	111	22	48	54	35	68	685
Average number belonging in school	302.3	304.2	149.7	292.3	317.6	420.4	480.2	115.7	306.5	296.4	158.8	345	3.489 1
Average daily attendance	288.2	293.1	144.7	283	305.1	402.2	458.3	112.1	296.1	283.8	152	333	3.351.6
Per cent of attendance on average belonging	95.2	96.3	96.6	96.8	96	95.9	95.4	96.8	96.5	95.7	95.7	96.6	96
No. cases of tardiness	81	172	104	65	96	72	145	28	136	92	96	174	1.261
No. cases of truancy	2	7	1	.....	2	6	10	.....	.....	10	.....	7	45
No. pupils not absent	31	30	12	32	40	40	38	13	27	25	10	40	338
No. pupils not tardy	298	265	135	303	326	436	434	107	278	292	168	295	3.337
No. pupils absent only on account of sickness	149	99	72	92	80	116	133	25	102	95	42	305	1.310
No. in school less than two months	12	8	9	17	15	23	24	4	10	8	7	11	148
No. in school two months and less than four	17	20	11	17	36	27	25	2	9	12	14	12	202
No. in school four months and less than six.	36	26	9	26	30	23	52	14	24	24	16	38	318
No. in school six months and less than eight	17	23	30	37	30	30	42	11	19	21	20	17	297
No. in school eight months and less than nine	13	12	12	24	16	35	25	26	18	16	20	6	223
No. in school nine months	267	262	125	224	252	344	370	80	278	259	108	300	2.899
No. registered at the age of six years	38	35	32	52	43	69	.....	26	73	52	53	.....	473
No. registered at the age of seven years	27	28	28	45	48	64	.....	11	58	41	67	.....	417
No. registered at the age of eight years	42	30	24	49	43	54	16	26	70	47	54	.....	450
No. registered at the age of nine years	34	34	29	31	43	63	45	12	54	47	16	.....	408
No. registered at the age of ten years.	18	43	24	43	56	65	65	21	46	44	14	.....	439
No. registered at the age of eleven years	33	37	24	30	42	60	78	19	34	49	4	.....	410
No. registered at the age of twelve years	50	52	14	35	41	53	81	11	15	31	.....	1	384
No. registered at the age of thirteen years	36	44	9	33	25	39	103	8	6	21	1	5	330
No. registered at the age of fourteen years	33	3	4	21	24	21	82	5	2	19	.....	38	282
No. registered at the age of fifteen years	24	15	3	14	5	5	42	1	1	3	.....	63	176
No. registered at the age of sixteen years	12	3	.....	7	5	3	12	5	.....	3	.....	91	132
No. registered at the age of seventeen years	3	.....	.....	1	1	1	1	.....	.....	.....	.....	88	95
No. registered at the age of eighteen years	1	.....	.....	.....	.....	1	.....	.....	.....	.....	.....	56	58
No. registered at the age of nineteen years	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	26	27
No. registered at the age of twenty years	.....	.....	.....	.....	.....	.....	1	.....	.....	.....	.....	13	14
No. registered at the age of twenty-one years	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3	3
No. of cases of corporal punishment	13	16	21	15	39	10	5	13	17	10	10	1	170
No. failing to do the work of one semester	49	47	27	57	88	68	72	27	47	46	38	26	592
No. doing the work of one semester only	101	126	93	129	138	163	225	60	137	167	72	77	1.488
No. doing the work of two semesters	201	176	72	158	146	243	228	45	166	127	103	256	1.921
No. doing the work of three or more sem'ters	11	2	4	1	7	8	13	5	8	3	2	25	86
Cases of tardiness on the part of teachers	5	1	2	9	1	6	16	.....	2	.....	1	6	52
No. of suspensions	4	15	.....	1	4	.....	2	.....	.....	.....	.....	8	34

Lincoln School

SUMMARY OF STATISTICS FOR THE YEAR 1900-01.

	Franklin School	Jefferson School	Washington School	Emerson School	Irving School	Edwards School	Market Street School	Lincoln School	Raymond School	Sheridan School	Hawthorne School	High School	Total.
Whole number enrolled in annual register	108	352	191	350	506	542	213	395	131	377	318	436	4,219
No. received by transfer	23	24	16	26	23	21	24	20	7	5	20	.....	210
No. withdrawn by transfer	29	23	4	13	42	29	19	39	6	14	13	.....	231
No. withdrawn by graduation	28	19	.....	20	19	53	.....	.....	.....	.....	.....	40	179
No. withdrawn voluntarily	52	72	19	52	109	97	45	83	21	62	63	55	730
Average number belonging in school	352.6	307.8	142.3	320.5	438.6	487.3	153.4	324.4	113.7	304.8	255.4	382	3,584
Average daily attendance in school	341.7	295	140.1	310.7	424 3	469.9	147.7	310.7	109.8	291.7	249.7	373.2	3,464.5
Per cent. of attendance on average belonging	97	96	96	96	96	96	96	96	96	96	96	97	96
No. in school less than two months	17	14	3	9	21	24	9	22	2	16	12	19	168
No. in school two months and less than four	23	22	5	22	34	18	26	36	2	10	16	20	234
No. in school four months and less than six	19	24	16	40	30	33	17	34	12	38	30	39	332
No. in school six months and less than eight	15	18	23	29	20	36	17	30	11	25	28	16	268
No. in school eight months and less than nine	22	21	17	22	33	32	24	14	6	16	11	14	232
No. in school nine months	306	254	139	241	350	391	125	240	99	263	228	328	2,964
No. who failed to do the work of one semester	53	52	16	61	84	73	50	70	10	43	42	71	625
No. who did the work of one semester only	98	105	96	130	155	201	67	153	61	152	117	99	1,434
No. who did the work of two semesters	227	187	89	171	239	238	100	152	61	173	162	232	2,031
No. who did the work of more than two sem'rs	24	9	2	1	10	22	1	1	.....	.....	4	34	108

SUMMARY OF STATISTICS FOR THE YEAR 1901-02.

	Franklin School	Jefferson School	Washington School	Emerson School	Irving School	Market Street School	Lincoln School	Raymond School	Sheridan School	Hawthorne School	Edwards School	High School	Total.
Whole number enrolled in annual register...	426	377	187	378	496	221	395	141	364	366	558	432	4,341
No. received by transfer.....	31	18	15	37	53	15	39	13	32	24	56	.....	324
No. withdrawn by transfer.....	23	32	25	25	42	25	32	10	52	34	32	.....	332
No. withdrawn by graduation.....	33	16	.....	13	16	.....	18	.....	.....	.....	54	44	194
No. withdrawn voluntarily.....	57	79	31	66	72	51	52	20	49	52	94	29	652
Average number belonging in school.....	355.7	324.1	148.1	324.2	445.1	157.5	325.6	128.9	309.7	306.4	509.1	379	3,713.4
Average daily attendance in school.....	344.6	312.6	144	314.5	429.5	150.7	314.3	120.9	296.8	295	486.6	369.6	3,579.1
Per cent of attendance on average belonging.	96	96	96	97	95	95	96	96	95	96	95	97	96
No. in school less than two months.....	11	9	8	12	17	8	14	2	5	7	17	23	133
No. in school two months and less than four.	30	18	12	21	21	17	34	5	16	24	28	14	240
No. in school four months and less than six..	26	24	8	38	37	16	42	5	11	30	29	32	298
No. in school six months and less than eight	28	35	14	22	31	20	25	21	38	22	41	15	312
No. in school eight months and less than nine	16	20	3	14	21	12	7	6	21	10	21	6	157
No. in school nine months.....	323	257	132	283	380	138	271	105	253	263	446	342	3,193
No. who failed to do the work of one semester	43	26	26	61	54	43	61	16	34	44	58	71	537
No. who did the work of one semester only..	137	142	60	133	152	64	139	68	146	125	230	50	1,446
No. who did the work of two semesters.....	242	192	83	192	300	102	183	59	161	179	279	296	2,268
No. who did the work of more than two sem'rs	12	3	8	4	1	2	10	1	3	8	15	15	82

SUMMARY OF STATISTICS FOR THE YEAR 1902-03.

	Franklin School	Jefferson School	Washington School	Emerson School	Irving School	Edwards School	Market Street School	Lincoln School	Raymond School	Sheridan School	Hawthorne School	High School	Total
Whole number enrolled in annual register	443	398	162	381	524	546	205	400	162	287	347	503	4,358
No. received by transfer	27	22	20	41	36	42	23	28	6	20	18	.....	283
No. withdrawn by transfer	22	12	12	33	42	24	30	45	12	11	38	2	316
No. withdrawn by graduation	51	17	.....	14	28	70	.....	12	.....	.....	.....	54	246
No. withdrawn voluntarily	43	61	26	63	78	88	47	57	16	25	76	49	629
Average number belonging in school	381	343.2	135.4	325	437.1	475.7	142	335.7	136.6	247.3	282.8	444	3,665.8
Average daily attendance in school	362.3	313.7	130.5	312.8	415.7	454	134.4	320.3	124.7	234.1	272.6	427	3,507
Per cent of attendance on average belonging	95	96	96	96	95	95	94	95	94	94	96	96	95
No. in school less than two months	7	7	9	13	21	15	4	15	3	8	10	19	131
No. in school two months and less than four	14	22	5	24	34	38	26	17	7	24	18	5	234
No. in school four months and less than six	54	46	13	36	42	49	26	31	17	26	34	47	421
No. in school six months and less than eight	26	22	17	26	32	42	18	32	16	23	27	40	321
No. in school eight months and less than nine	15	11	10	12	13	19	4	28	11	7	10	3	143
No. in school nine months	332	270	116	278	376	401	120	260	102	205	228	387	3,075
No. who failed to do the work of one semester	28	37	16	88	51	55	26	42	16	28	33	72	492
No. who did the work of one semester only	114	110	62	160	166	197	165	125	71	63	100	149	1,322
No. who did the work of two semesters	270	227	89	195	289	296	105	201	69	189	183	264	2,377
No. who did the work of more than two sem'rs	36	1	3	6	12	16	2	15	.....	13	11	16	134

SUMMARY OF STATISTICS FOR THE YEAR 1903-04.

	Franklin School	Jefferson School	Washington School	Emerson School	Irving School	Edwards School	Market Street School	Lincoln School	Raymond School	Sheridan School	Hawthorne School	High School	Total.
Whole number enrolled in annual register	475	377	177	383	530	523	201	387	171	292	316	539	4,371
No. received by transfer	36	31	8	32	35	49	19	29	3	6	23	.....	271
No. withdrawn by transfer	27	32	13	41	33	25	21	35	22	24	12	.....	285
No. withdrawn by graduation	37	.....	.....	.....	36	74	.....	11	.....	.....	.....	67	225
No. withdrawn voluntarily	55	56	32	66	74	77	26	48	36	33	52	75	630
Average number belonging in school	410	330	141.5	317	445.5	469.8	145.7	338.3	129	234.3	266.5	473.5	3,701.1
Average daily attendance in school	392	314.9	135.1	302.1	429	444.7	137.2	321.8	122.1	220	255.6	453	3,527.5
Per cent of attendance on average belonging	95	95	95	95	93	94	94	95	94	93	95	95	95
No. in school less than two months	12	8	9	15	18	18	6	14	10	9	8	22	149
No. in school two months and less than four	19	26	7	23	16	22	16	18	7	6	13	18	191
No. in school four months and less than six	55	36	12	28	66	60	23	23	17	26	19	75	440
No. in school six months and less than eight	32	15	23	31	35	35	15	31	15	24	30	45	331
No. in school eight months and less than nine	12	17	16	13	20	21	16	36	6	11	12	19	199
No. in school nine months	354	274	105	264	377	391	123	259	97	198	245	360	3,047
No. who failed to do the work of one semester	53	34	24	62	52	62	34	42	27	44	25	85	544
No. who did the work of one semester only	185	101	63	151	185	189	60	155	77	198	117	92	1,564
No. who did the work of two semesters	238	235	82	159	289	267	100	173	47	31	176	324	2,112
No. who did the work of more than two sem'rs	8	6	3	2	15	38	5	11	1	1	9	38	137

SUMMARY OF STATISTICS FOR THE YEAR 1904-5.

	Edwards School	Emerson School	Franklin School	Hawthorne School	Irving School	Jefferson School	Lincoln School	Raymond School	Sheridan School	Washington School	High School	Total
Whole No. enrolled exclusive of trans. pupils	749	394	481	316	485	403	432	142	262	218	528	4,410
No. received by transfer	80	54	23	22	47	41	42	8	15	20	.....	352
No. withdrawn by transfer	47	35	20	19	45	59	41	16	26	41	.....	349
No. withdrawn by graduation	46	21	38	.....	38	20	13	.....	.....	.....	50	226
No. withdrawn voluntarily	128	59	55	67	68	63	55	19	40	29	89	672
Average number belonging in school	628	346	406	258	426.4	336	381	124	217.6	164	457.5	3,744.3
Average daily attendance in school	596	329	388	245	397	320	363	117	206	156	437.1	3,553
Per cent of attendance on average belonging	95	93	96	95	93	95	95	94	95	95	95.6	95
No. in school less than two months	26	12	10	10	7	10	13	2	5	9	26	130
No. in school two months and less than four	51	20	28	21	22	14	23	8	14	11	16	228
No. in school four months and less than six	80	29	51	34	25	24	27	9	20	21	46	366
No. in school six months and less than eight	43	24	30	36	32	28	22	13	17	15	22	282
No. in school eight months and less than nine	44	30	17	9	28	9	21	16	10	20	15	219
No. in school nine months	538	298	348	209	373	300	327	86	185	121	403	3,188
No. who failed to do the work of one semester	133	43	49	46	47	36	71	23	39	43	62	592
No. who did the work of one semester only	319	141	195	99	137	109	177	75	129	89	140	1,601
No. who did the work of two semesters	315	221	228	165	252	241	182	35	82	63	295	2,079
No. who did the work of more than two semesters	15	8	12	9	51	8	3	1	1	2	31	141

REPORTS.

President's Report.

In view of the very full reports of the Superintendent, Secretary, and other officers, it is wholly unnecessary for me to set forth the details as to the growth of our public schools during the past five years.

In May, 1900, after a long term of service during which advancement was made, Superintendent E. M. VanPetten tendered his resignation to take effect at the end of one year. This gave ample time within which to investigate and to make a wise selection to fill the vacancy. The names of about fifty persons were brought to the attention of the Committee, and after careful consideration the present incumbent, Mr. J. K. Stableton, was selected by the Board. The appointment then made has received the approval of the public and of patrons and pupils. Each year since to vote for his re-election has been the personal pleasure of every member of the Board, so well has he discharged the duties of his office.

During the past year we have lost from our teaching force through death, Miss Maggie C. Anderson and Miss Mary T. Ward, whose long and successful experience has been duly recognized by the Board through appropriate resolutions.

The success of our schools should be a matter of personal pride to each person connected with them, evidenced by his constant care within the sphere of his own duties to give them his earnest, full and harmonious support, fully realizing that the total result is affected thereby, and cheerfully recognizing that from each one there is due to the general good some self-sacrifice.

In conclusion, I express my thanks to all of the members of the Board, who, without exception, have not only faithfully performed the work assigned to them, but have given to me their

cordial support, and further acknowledge, on behalf of the Board of Education, appreciation of the work done by those under its authority.

Respectfully submitted,

HORATIO G. BENT, *President.*

Secretary's Report, 1901.

To the Board of Education:

I submit herewith the financial report for the year ending March 31, 1901, together with a bill of estimates prepared according to your direction for submission to the Honorable Mayor and members of the City Council.

The receipts and disbursements during said period were as follows:

RECEIPTS.

Balance taxes, 1899	$ 86,632.61	
From taxes of 1900	17,000.00	
		103,632.61
Tax commissions refunded	872.82	
Total tax		104,505.43
State School Fund		3,977.76
		108,483.19
Interest on Normal Township School Fund		166.27
		108,649.46
Tuition		1,257.89
		109,907.35
Outstanding Bills Payable against taxes 1900		42,500.00
		152,407.35
Other sources		26.50
		152,433.85
Treasurer's balance, March 31, 1900		169.28
		$152,603.13

DISBURSEMENTS.

Bonds paid	$	5,000.00
Interest on bonds		3,700.00
Balance Franklin School Building		345.20
Total for building purposes		9,045.20
Total for Educational purposes		79,476.76
		88,521 96
Paid outstanding Bills Payable of last year		62,000.00
		150,521.96
Orders of last year paid		892.94
		151,414.90
Actual cash balance March 31, 1901		1,188.23
		$152,603.13

ISLA B. MCCARTY, *Secretary.*

Financial Report.

To His Honor, the Mayor, and Members of the City Council:

GENTLEMEN: The Board of Education of the City of Bloomington, Illinois, in compliance with the requirements of its charter, does hereby certify that the sum of seventy-seven thousand five hundred dollars ($77,500) will be required to defray the expenses of the public schools for educational purposes, and the further sum of five thousand one hundred and fifty dollars ($5,150) for building purposes, making a total sum required for all school purposes for the year ending March 31, 1902, eighty-two thousand six hundred and fifty dollars ($82,650).

From the seventy-seven thousand five hundred dollars ($77,500) named above as necessary for educational purposes, there should be deducted the sum of four thousand dollars ($4,000), the estimated amount of the State School Fund, the difference amounting to seventy-three thousand five hundred dollars ($73,500) plus the amount for building purposes, five thousand one hundred and fifty dollars ($5,150), gives the total to be extended amounting to seventy-eight thousand six hundred and fifty dollars ($78,650).

A Bed of Plants in Front of One of the School Playgrounds

Your attention is called to the fact that in our estimate of last year the amount we were to receive from the State School Fund was fixed at $5,000. Owing to the fact that the apportionment throughout the state this year was based upon the recent government census, which showed a larger relative growth in population in Cook County than in the rest of the State, we only received from the State Fund this year the sum of $3,977.76, or more than $1,000 less than the lowest amount hitherto received from that source. It is certain that the amount to be received in future will not exceed our estimate for next year of four thousand dollars.

An itemized statement of the amounts required is as follows :

EDUCATIONAL PURPOSES.

Salaries of Officers, Teachers and Supervisors	$56,250
Janitors' salaries	5,500
Furniture	1,000
Furnaces	1,000
Repairs	3,500
Fuel	3,500
Supplies	2,500
Printing	100
Interest on temporary loans	1,000
Special assessments	650
General expenses	2,500
Total amount	$77,500
Less State Fund estimated	4,000
Total to extend for school purposes	$73,500

BUILDING PURPOSES.

Interest on bonds, Series D	$ 2,000
Interest on bonds, Series E	1,400
Janitors' cottage	1,750
Total amount	$ 5,150
Total tax to be extended	$78,650

We respectfully petition your Honorable Body to levy the amount of tax necessary to provide the several amounts herein set forth.

In witness whereof, the President, Secretary, Treasurer and Chairman of Finance Committee of said Board of Education, hav-

ing been authorized by a vote of the members of said Board of Education, have set their hands and attached the corporate seal of said Board of Education this 1st day of April, 1901.

HORATIO G. BENT, *President*,
ISLA B. MCCARTY, *Secretary*,
MILLARD LLOYD, *Treasurer*,
WM. K. BRACKEN, *Chmn. Fin. Com.*

To His Honor, the Mayor, and the Members of the City Council:

GENTLEMEN: In accordance with the requirements of the charter granted the City of Bloomington for the regulation and establishment of a system of public schools, we hereby present to your Honorable Body the annual report of the Board of Education of said city for the fiscal year ending March 31, 1901, as follows:

RECEIPTS.

Treasurer's balance March 31, 1900			$ 169.28
April	7, 1900,	Bloomington Township Collector	20,000.00
"	16, "	Normal Township Collector	5,048.36
"	24, "	Bloomington Township Collector	26,242.00
"	28, "	Tuition, high school	93.42
May	15, "	Tuition, ward schools	93.60
"	24, "	Taxes, County Treasurer	15,000.00
"	28, "	Tuition, ward schools	49.37
"	28, "	Tuition, ward schools	58.50
June	8, "	Bills payable	4,000.00
"	19, "	Proceeds Commencement Exercises	22.60
"	20, "	Tuition, ward schools	10.13
"	26, "	Taxes, County Treasurer	10,000.00
July	6, "	Taxes, County Treasurer	1,000.00
"	21, "	Tuition, ward schools	3.13
"	21, "	Tuition, District 12	411.67
Aug.	21, "	Tuition, ward schools	16.25
"	21, "	Interest Normal Township School Fund	166.27
"	27, "	Taxes, County Treasurer	8,641.27
Sept.	4, "	Bills payable	3,000.00
"	12, "	Tuition, ward schools	95.00
"	29, "	Tuition, high school	168.47
"	29, "	Bills payable	8,000.00
"	29, "	Sale of old metal	3.00
Oct.	27, "	Tuition, ward schools	73.05

Oct.	27,	1900, Bills payable	$ 7,000.00
Dec.	1,	" Bills payable	12,000.00
"	3,	" Excess commission paid Township Collector	872.82
"	21,	" Bills payable	8,000.00
"	22,	" Tuition, ward schools	12.19
Jan.	12,	1901, Tuition, ward schools	89.00
"	12,	" Sale of old metal	.90
"	16,	" Residue taxes, County Treasurer	700.00
"	26,	" Tuition, high school	35.60
"	29,	" Bills payable	4,500.00
Feb.	13,	" Tuition, high school	48.51
"	23,	" Bloomington Township Collector	7,000.00
Mar.	19,	" Bloomington Township Collector	10,000.00
"	22,	" State School Fund	3,977.76
		Total receipts	$156,603.13

DISBURSEMENTS.

Bonds payable	$ 5,000.00
Bills payable	66,000.00
Interest	5,058.84
Teachers' salaries	51,095.05
Janitors' salaries	5,325.00
Officers' salaries	2,461.64
School buildings	345.20
Furniture	1,072.38
Furnace	608.28
Insurance	532.80
Repairs	4,922.14
Fuel	3,382.26
Supplies	2,355.06
Printing	385.69
Expense	5,977.62
Total orders issued for year ending March 31, 1901	$154,521.96
Paid outstanding orders for year ending March 31, 1900	892.94
Total disbursements for year ending March 31, 1901	$155,414.90

HORATIO G. BENT, *President*,
ISLA B. MCCARTY, *Secretary*,
MILLARD LLOYD, *Treasurer*,
WILLIAM K. BRACKEN, *Chmn. Fin. Com.*

Secretary's Report, 1902.

To the Board of Education :

I submit herewith the financial report for the year ending March 31, 1902, together with a bill of estimates prepared according to your direction for submission to the Honorable Mayor and Members of the City Council.

The receipts and disbursements during said period were as follows :

RECEIPTS.

Balance of taxes, 1900	$ 58,835 93
On taxes of 1901	14,000.00
	72,835.93
State School Fund	4,056.10
	76,892.03
Interest Bloomington Township School Fund, 2 years	543.21
Interest Normal Township School Fund, 1 year	177.01
	77,612.25
Tuition	1,292.88
	78,905.13
Outstanding Bills Payable against taxes 1901	52,000.00
	130,905.13
Other sources, including amounts returned on errors in Orders 4854 and 4855	82.67
	130,987.80
Treasurer's balance March 31, 1901	2,529.38
	$133,517.18

DISBURSEMENTS.

Interest on bonds		$ 3,400.00
School site (Jefferson School)		1,715.64
Janitor's cottage (Jefferson School)		1,351.00
Total building purposes		$ 6,466.64
Interest on bills payable	$1,383.17	
Interest rebated	60.42	
		$ 1,443.59
Other expenses		79,690.63
Total for educational purposes		$ 81,134.22
Bills Payable of last year	$42,500.00	
Less rebated account interest	26.00	
		$ 42,474.00
		$123,608.22
Total for building purposes		6,466 64
		$130,074.86
Orders of last year paid		1,341.15
		$131,416.01
Actual cash balance March 31, 1902		2,101.17
		$133,517.18

ISLA B. MCCARTY, *Secretary.*

Financial Report.

To His Honor, the Mayor, and Members of the City Council:

GENTLEMEN: The Board of Education of the City of Bloomington, Illinois, in compliance with the requirements of its charter, does hereby certify that the sum of eighty-six thousand six hundred twenty-five dollars ($86,625) will be required to defray the expenses of the public schools for educational purposes, and the further sum of twenty-eight thousand eight hundred ($28,800) for building purposes, making a total sum required for all school purposes for the year ending March 31, 1903, one hundred eleven thousand four hundred twenty-five dollars ($111,425).

From the eighty-six thousand six hundred twenty-five dollars ($86,625) named as necessary for educational purposes, there should be deducted the sum of $4,000, the estimated amount

of the State School Fund, the difference amounting to eighty-two thousand six hundred twenty-five dollars ($82,625).

The citizens of the Edwards, Irving and Emerson School districts have petitioned the Board for new school buildings and we have decided to erect during the coming summer a new building in the Edwards district where it is needed not only in the interest of progression and safety, but to supply an urgent demand for more school room. The present enrollment of the Edwards and Market Street buildings is 766 and it will be greatly increased next year. It will require a large building to accommodate these pupils. At least sixteen rooms will be needed, being nearly twice the number in the Franklin building which, when it was constructed, cost complete $25,000. In order to erect so large a structure the Board will be compelled either to secure another site or to purchase the adjoining lot to the east. The site and building will therefore cost from $45,000 to $50,000. This amount is too large to raise by taxation in a single year, and the Board has decided that a tax levy of $25,000 will be needed and that bonds for the remainder can be issued when the exact cost is ascertained. Our total estimate for educational purposes is larger this year than formerly and cannot be reduced without seriously interfering with successful and progressive school work. The amount which will be required to pay premiums on insurance expiring during the year will probably slightly exceed rather than fall below $2,000. The bonds to be issued will require additional interest on that account, while interest on temporary loans will be largely increased owing to the necessity of meeting the payments on the school building long before these taxes will be received. The introduction of Manual Training and of a Commercial Course will necessitate a large expenditure which future results will fully justify through the practical benefits to be obtained.

An itemized statement of the amount required is as follows:

EDUCATIONAL PURPOSES.

Salaries of Officers, Teachers and Supervisors	$ 60,300
Janitors' salaries	5,725
Furniture	1,000
Furnaces	1,000
Repairs	4,100
Fuel	4,000

Supplies	$ 2,500
Printing	300
Interest on temporary loans	2,000
Special assessments	600
City water	600
Insurance	2,000
General expenses	2,500
Total amount	$ 86,625
Less State Fund, estimated	4,000
Total to extend for school purposes	$ 82,625

BUILDING PURPOSES.

Interest on bonds, Series D	$ 2,000
Interest on bonds, Series E	1,400
Semi-annual interest on bonds to be issued, estimated	400
Partial cost of new school building	25,000
Total amount	$ 28,800
Total tax to be extended	111,425

We respectfully petition your Honorable Body to levy the amount necessary to provide the several amounts herein set forth.

In witness whereof, the President, Secretary, Treasurer and Chairman of Finance Committee of said Board of Education, having been authorized by a vote of the members of said Board of Education, have set their hands and attached the corporate seal of said Board of Education this 7th day of April, 1902.

HORATIO G. BENT, *President*,
ISLA B. MCCARTY, *Secretary*,
W. K. BRACKEN, *Treasurer*,
HENRY BEHR, *Chmn. Fin. Com.*

To His Honor, the Mayor, and Members of the City Council:

GENTLEMEN: In accordance with the requirements of the charter granted the City of Bloomington for the regulation and establishment of a system of public schools, we hereby present to your Honorable Body the annual report of the Board of Education of said city for the fiscal year ending March 31, 1902, as follows:

RECEIPTS.

Treasurer's balance March 31, 1901			$ 2,529.38
April 6,	1901,	Tuition, high school	65.00
" 15,	"	Tuition, high school	16.31
" 20,	"	Taxes, Township Collector	21,667.13
" 26,	"	Taxes, County Treasurer	5,000.00
" 26,	"	Taxes, Normal Collector	3,361.20
" 29,	"	Tuition, high school.	33 93
May 18,	"	County Taxes	20,000 00
June 1,	"	Tuition, ward schools	100.00
" 3,	"	Discount	9,000.00
" 6,	"	Tuition, high school	14.62
" 21,	"	Tuition, high school	7.51
" 24,	"	Tuition, ward schools	8.13
" 24,	"	Interest, Normal Fund	177.01
" 28,	"	Tuition, ward schools	58.50
July 1,	"	Discount	1,500.00
" 3,	"	Tuition, ward schools	16.88
" 12,	"	Commencement proceeds	6.00
" 26,	"	Taxes, County Treasurer	8,807.60
Aug. 1,	"	Tuition, ward school.	43.18
" 2,	"	Discount	5,500.00
" 8,	"	Old iron	3.50
Sept. 4,	"	Discount	3,500.00
" 7,	"	Sale of old lumber	12.00
" 11,	"	Tuition, high school	69.12
" 13,	"	Tuition, high school	61.40
" 13,	"	Tuition, high school	36.60
" 18,	"	Tuition, high school	27.40
" 23,	"	Tuition, ward school	50.82
" 28,	"	Discount	8,000.00
" 27,	"	Tuition, high school	24.00
Oct. 5,	"	Tuition, high school.	12.20
" 10,	"	Interest, Bloomington Township School Fund, 2 yrs	543.21
" 10,	"	Tuition, District 12	290.22
" 29,	"	Tuition, ward school	31.80
Nov. 1,	"	Discount	9,000.00
" 1,	"	Error Order No. 4854	22.92
" 1,	"	Error Order No. 4855	37.50
" 7,	"	Tuition, high school	9.20
Dec. 2,	"	Discount	8,500.00
" 4,	"	Tuition, ward schools	20.55
" 4,	"	Fines	.75
" 21,	"	Discount	6,500.00
Jan. 6,	1902,	Tuition, high school	35.76
" 9,	"	Tuition, high school	89.40
" 14,	"	Tuition, high school	26.82

High School

Jan. 14,	1902,	Tuition, ward schools	$ 47.13
" 30,	"	Tuition, high school	8.94
Feb. 4,	"	Discount	9,000.00
Mar. 3,	"	City taxes	6,000.00
" 3,	"	Discount	2,000.00
" 19,	"	State School Fund	4,056.10
" 20,	"	Bloomington Township Collector	5,000.00
" 20,	"	Tuition ward schools	65.50
" 28,	"	Normal Township Collector	3,000.00
" 31,	"	Tuition, high school	21.96
		Total receipts	$144,017.18

DISBURSEMENTS.

Bills payable		$ 52,974.00
Interest		4,842.59
Teachers' salaries		53,896.08
Janitors' salaries		5,420.00
Officers' salaries		2,743.02
School sites		1,715.64
Furniture		1,086.53
Furnace		1,027.26
Insurance		43.20
Repairs		4,000.75
Fuel		4,051.33
Supplies		2,159.99
Printing		149.25
Expenses, Janitor's cottage	$1,351.00	
Minor improvements	1,089.66	
City water	934.20	
High school department	350.05	
Special assessments	340.50	
Supplementary reading	239.25	
Electric power	209.10	
Janitors' extra work	180.40	
Census taker	150.00	
Indigent books	125.24	
Telephone	101.53	
Neostyle and typewriter	117.50	
Gas	72.25	
Postage	69.35	
Judges of election and rent of booth	59.00	
Miscellaneous	1,075.19	
		$ 6,464.22
Total orders issued for year ending March 31, 1902		$140,574.86
Paid outstanding orders for year ending March 31, 1901		1,341.15
Total disbursements for year ending March 31, 1902		$141,916.01

HORATIO G. BENT, *President*,
ISLA B. MCCARTY, *Secretary*,
W. K. BRACKEN, *Treasurer*,
HENRY BEHR, *Chmn. Fin. Com.*

Secretary's Report, 1903.

To the Board of Education:

I submit herewith the financial report for the year ending March 31, 1903, together with a bill of estimates prepared according to your direction for submission to the Honorable Mayor and Members of the City Council.

The receipts and disbursements during said period were as follows:

RECEIPTS.

Balance taxes of 1901		$ 64,333 37
On taxes 1902		26,000.00
Total taxes		90,333.37
State School Fund		4,237.99
		94,571.36
Interest on Normal Township School Fund		141.25
		94,712.61
Tuition		1,313.25
		96,025.86
Sale of buildings on Market, Allin and Catherine Street School site		3,160.54
		99,186.40
Outstanding Bills Payable against taxes of 1902		56,200.00
		155,386.40
Other sources		164.16
		155,550.56
Treasurer's balance, March 31, 1902		3,368.05
		$158,918.61

DISBURSEMENTS.

School site (Market, Allin and Catherine Streets)	$ 10,200.00
Interest on bonds	3,400.00
Total building purposes	13,600.00
Total for educational purposes	89,218.45
Bills Payable of last year paid	52,000.00
	154,818.45
Orders of last year paid	1,265.75
	$156,084.20
Actual cash balance March 31, 1903	2,834.41
	$158,918.61

NOTE: There is due Georgiana Trotter $6,000.00, purchase money (as per note) for part of above school site.

ISLA B. MCCARTY, *Secretary.*

Financial Report.

To the Honorable, the Mayor, and the City Council of the City of Bloomington:

GENTLEMEN: The Board of Education of the City of Bloomington, Illinois, in compliance with the requirements of its charter, does hereby certify that the sum of ninety thousand one hundred dollars ($90,100) will be required to defray the expenses of the public schools for educational purposes, and the further sum of twenty-one thousand four hundred dollars ($21,400) for building purposes, making a total sum required for all school purposes for the year ending March 31, 1904, one hundred eleven thousand five hundred dollars ($111,500).

From the ninety thousand one hundred dollars ($90,100) above named for educational purposes, there should be deducted the sum of four thousand two hundred dollars ($4,200) the estimated amount of the State School Fund, the difference amounting to the sum of eighty-five thousand nine hundred dollars ($85,900).

During the past year the Board found that in order to properly accommodate so large a structure as the new Edwards School building it would be necessary to purchase another school site. After much trouble and annoyance the Committee having the matter in charge finally secured at a net cost of thirteen thousand

thirty-nine dollars and forty-six cents ($13,039.46), the south half of the block bounded by Mulberry, Catherine, Allin and Market Streets, having a frontage of about 307 feet on Market Street and running back about 157 feet to an alley sixteen feet wide. The ground is high and is in every way suitable for a school site. The total cost of said tract was sixteen thousand two hundred dollars ($16,200) which was reduced to the net cost above stated by the sale of the buildings thereon for the sum of three thousand one hundred sixty dollars and fifty-four cents ($3,160.54).

The unexpected increase in the cost of a school site, the great advance in the price of materials and the cost of labor, have together made necessary the expenditure of a larger sum for the new Edwards School building and site, than was at first estimated. The Board is of the opinion that some reduction in the cost of the Edwards building, as indicated by the recent bids of contractors, can be made, but that such changes should only be made as will not impair the substantial character of the building or in the slightest affect its utility and safety, or the health and comfort of the children.

The building as now planned is not better nor as expensive as buildings of like size now being constructed in other cities of this State with which Bloomington has heretofore always engaged in friendly rivalry.

During the coming year it will be necessary to complete the change in the heating apparatus at the High School, the old furnaces being in such condition as to render their use for another year impossible.

There is now due on account of the interest on the Bloomington Township School Fund an estimated sum of $300, and there is also due the sum of $500 from the Woman's Club as its generous contribution towards the expense of Manual Training. Both of these amounts belong to the funds of the past year.

An itemized statement of the amount required is as follows:

EDUCATIONAL PURPOSES.

Officers' salaries	$ 3,800
Teachers' salaries	60,000
Janitors' salaries	6,000
Interest on Bills Payable	1,800
Furniture	1,000

Heating apparatus	$ 3,000
Fuel	4,500
Insurance	750
Printing	400
Repairs	3,000
Supplies	1,750
City water and special assessments	1,200
Supplementary reading	400
Expense	2,500
Total for educational purposes	90,100
For building purposes	21,400
Total	111,500
State School Fund	4,200
Total	$107,300

BUILDING PURPOSES.

Interest on bonds, Series D	$ 2,000
Interest on bonds, Series E	1,400
Partial cost new school building	18,000
Total	21,400
Total tax to be extended	$107,300

We therefore respectfully ask your Honorable Body to levy the amount of tax necessary to provide the several amounts herein set forth as is required by the provisions of the charter.

In witness whereof, the President, Secretary, Treasurer and Chairman of the Finance Committee of said Board of Education, having been authorized by a vote of said Board of Education, have set their hands and attached the corporate seal of said Board of Education this 3rd day of April, A. D. 1903.

HORATIO G. BENT, *President*,
ISLA B. MCCARTY, *Secretary*,
B. S. POTTER, *Treasurer*,
HENRY BEHR, *Chmn. Fin. Com.*

To the Honorable, the Mayor, and the City Council, of the City of Bloomington:

GENTLEMEN: In accordance with the requirements of the charter granted the City of Bloomington for the regulation and establishment of a system of public schools, we hereby present to

your Honorable Body for the information of the public, the annual report of the Board of Education of said city for the fiscal year ending March 31, 1903, the proper vouchers therefor being on file in the office of the Board of Education in the High School building. Said report is as follows:

RECEIPTS.

Treasurer's balance March 31, 1902				$ 3,368.05
April	18,	1902,	Bloomington Township Collector	35,893.38
"	18,	"	Interest rebate	50.34
"	3,	"	Tuition, high school	8.13
"	3,	"	Tuition, high school	16.26
"	7,	"	Tuition, high school	16.26
"	14,	"	Tuition, high school	41.63
"	26,	"	Normal Township Collector	1,016.10
"	30,	"	Taxes County Treasurer	5,000.00
May	10,	"	Interest on Normal Township School Fund	141.25
"	27,	"	Taxes County Treasurer	10,000.00
"	31,	"	Discount	17,800.00
June	27,	"	Tuition, ward schools	93.47
"	28,	"	Taxes County Treasurer	10,000.00
July	3,	"	Tuition, ward schools	173.02
"	8,	"	Rebate interest	48.09
"	10,	"	Tuition, high school	9.38
"	17,	"	Tuition, high school	29.25
"	29,	"	Taxes County Treasurer	2,423.89
"	30,	"	Discount	11,000.00
Sept.	6,	"	Tuition, high school	12.20
"	9,	"	Tuition, high school	42.00
"	10,	"	Tuition, high school	111.00
"	11,	"	Tuition, high school	25.00
"	13,	"	Tuition, high school	57.50
"	15,	"	Tuition, high school	78.40
"	27,	"	Discount	9,000.00
"	27,	"	Tuition, high school	22.00
Oct.	1,	"	Tuition, high school	25.20
"	4,	"	Real Estate, Trotter house	200.00
"	7,	"	Real Estate, Porter house	2,150.00
"	15,	"	Tuition, ward schools	79.02
"	18,	"	Real Estate, Spickerman house	204.00
"	22,	"	Real Estate, Wetzel house	400.00
"	24,	"	Tuition, high school	12.20
Nov.	5,	"	Discount	6,000.00
"	22,	"	Discount	1,500.00
"	24,	"	Tuition, ward schools	34.20
"	24,	"	Real Estate, sale of barn to J. Beam	20.50

Nov.	24,	1902,	Rent, Trotter house	$ 41.67
"	24,	"	Sale of merchandise	13.53
"	26,	"	Discount	8,000.00
"	28,	"	Tuition, high school	22.75
Jan.	22,	1903,	Tuition, ward schools	35.35
"	22,	"	Fines	1.95
"	12,	"	Tuition, high school	61.14
"	8,	"	Tuition, high school	35.76
"	6,	"	Tuition, high school	44.70
"	5,	"	Tuition, high school	52.84
"	18,	"	Discount	10,000.00
"	31,	"	Tuition, high school	24.84
"	31,	"	Discount	9,500.00
Feb.	3,	"	Tuition, high school	13.25
"	14,	"	Real Estate, sale of building to J. Beam	186.04
"	16,	"	Tuition, high school	8.94
"	28,	"	Discount	10,200.00
Mar.	7,	"	Tuition, high school	8.94
"	7,	"	Tuition, ward schools	58.10
"	7,	"	Manual training	8.58
"	13,	"	State School Fund	4,237.99
"	14,	"	Tuition, high school	5.23
"	20,	"	Tuition, ward schools	22.85
"	19,	"	Taxes Bloomington Township Collector	6,000.00
"	21,	"	Tuition, high school	11.44
"	21,	"	Tuition, ward schools	21.00
"	27,	"	Taxes Bloomington Township Collector	20,000.00
Total receipts				$185,718.61

DISBURSEMENTS.

School sites	$10,200.00
Interest on bonds	3,400.00
Bills Payable	78,800.00
Interest on Bills Payable	1,876.25
Officers' salaries	3,530.47
Teachers' salaries	57,914.66
Janitors' salaries	5,802.50
Furniture	888.69
Heating apparatus	968.75
Fuel	4,065.05
Insurance	1,183.20
Printing	230.33
Repairs	4,996.79
Supplies	1,616.40
City water and special assessments	1,130.51

High School Library and supplementary reading		$ 923.43
Expenses, Electric power	$ 235.24	
Hardware and lumber	629.90	
Opera House, Commencement exercises	125.00	
Advertising	52.90	
Physical culture wands	40.00	
Extra work of janitors	200.00	
Expense Superintendent to meetings	138.20	
Diplomas	24.90	
Cyclopedia	29.25	
Legal opinions	85.00	
Chemical laboratory	78.00	
Commissions on real estate	100.00	
Shades and mats	58.73	
Senior class	60.00	
Clerks and Judges of election	72.00	
Census, J. Shrock	125.00	
		$ 2,078.87
Telephone	$ 120.00	
Gas	108.19	
Postage, express, etc	135.55	
Miscellaneous	1,648.81	
		2,012.55
Total orders issued		$181,618.45

HORATIO G. BENT, *President*,
ISLA B. MCCARTY, *Secretary*,
B. S. POTTER, *Treasurer*,
HENRY BEHR, *Chmn. Fin. Com.*

Secretary's Report, 1904.

To the Board of Education:

I submit herewith the financial report for the year ending March 31, 1904, together with a bill of estimates prepared according to your direction for submission to the Honorable Mayor and Members of the City Council.

The receipts and disbursements during said period were as follows:

A Corner at the High School

RECEIPTS.

Balance taxes, 1902		$ 85,042.16
On taxes of 1903		21,000.00
Total taxes		106,042.16
State School Fund		4,205.56
		110,247.72
Interest on Bloomington Township School Fund, 2 years ending April 1, 1903		296.25
Interest on Normal Township School Fund		160.92
		110,704.89
Bonds, Series "F"		30,000.00
Premium on bonds		50.00
		140,754.89
Tuition		1,640.33
		142,395.22
Outstanding Bills Payable against taxes 1903		63,500.00
Woman's Club for manual training		260.62
Other sources		215.40
		206,371.24
Treasurer's balance March 31, 1903		4,506.98
		$210,878.22

DISBURSEMENTS.

School building (Edwards)		$ 47,085.33
Interest on bonds		3,400.00
Total building purposes		50,485.33
Educational purposes		94,171.08
		144,656.41
Bills Payable of preceding year		56,200.00
		200,856.41
Orders of last year paid	$1,672.57	
Erroneous credit	58.50	
		1,731.07
		$202,587.48
Actual cash balance March 29, 1904		8,290.74
		$210,878.22

ISLA B. MCCARTY, *Secretary.*

Financial Report.

To the Honorable, the Mayor, and City Council of the City of Bloomington, Illinois:

GENTLEMEN: The Board of Education of the City of Bloomington, Illinois, in compliance with the requirements of its charter, does hereby certify that the sum of ninety-eight thousand dollars ($98,000) will be required to defray the expenses of the public schools for educational purposes, and the further sum of nineteen thousand six hundred dollars for building purposes, making a total required for all school purposes for the year ending March 31, 1905, of one hundred seventeen thousand six hundred dollars.

From the ninety-eight thousand dollars above named for educational purposes there should be deducted the sum of four thousand two hundred dollars ($4,200), the estimated amount of the State School Fund, the difference amounting to the sum of ninety-three thousand eight hundred dollars.

An itemized statement of the amount required is as follows:

EDUCATIONAL PURPOSES.

Officers' salaries	$ 4,100
Teachers' salaries	66,000
Janitors' salaries	6,500
Interest on Bills Payable	2,500
Furniture	2,500
Heating apparatus	500
Fuel	4,500
Insurance	800
Printing	500
Repairs	3,000
Supplies	2,000
City water and special assessments	1,200
Supplementary reading	400
Expense	3,500
Total for educational purposes	98,000
Total for building purposes	19,600
Total	$117,600
State School Fund	4,200
	$113,400

BUILDING PURPOSES.

Interest on bonds, Series D	$ 2,000
Interest on bonds, Series E	1,400
Interest on bonds, Series F	1,200
Partial cost of new school building	15,000
	$ 19,600
Total tax to be extended	$113,400

We therefore respectfully ask your Honorable Body to levy the amount of tax necessary to provide the several amounts herein set forth as required by the provisions of the charter.

In witness whereof, the President, Secretary, Treasurer, and Chairman of the Finance Committee of said Board of Education, having been authorized by a vote of said Board of Education, have set their hands and attached the corporate seal of said Board of Education this 4th day of April, A. D. 1904.

HORATIO G. BENT, *President,*
ISLA B. MCCARTY, *Secretary,*
B. S. POTTER, *Treasurer,*
C. M. NOBLE, *Chmn. Fin. Com.*

To His Honor, the Mayor, and the City Council of the City of Bloomington, Illinois:

GENTLEMEN: In accordance with the requirements of the charter granted the City of Bloomington for the regulation and establishment of a system of public schools, we hereby present to your Honorable Body, for the information of the public, the annual report of the Board of Education of said city for the fiscal year ending March 31, 1904, the proper vouchers therefor being on file in the office of the Board of Education in the High School building, for inspection.

Said report is as follows:

RECEIPTS.

Treasurer's balance, March 31, 1903			$ 4,506.98
Mar. 30,	1903,	Tuition, high school	21.26
" 31,	"	Tuition, high school	60.91
April 1,	"	Tuition, high school	40.65
" 6,	"	Tuition, high school	48.76
" 24,	"	Taxes, Bloomington Township Collector	40,825.70

April	25,	1903,	Rebate interest	$ 5.50
"	27,	"	Rebate interest	10.13
"	30,	"	Interest on Bloomington Township School Fund, 2 years ending April 1, 1903	296.25
May	1,	"	Normal tax	5,234.55
"	2,	"	Taxes, County Treasurer	5,000.00
"	6,	"	Tuition, high school	58.50
"	8,	"	Tuition and fines	61.93
"	23,	"	Tuition, high school	14.50
"	29,	"	Taxes, County Treasurer	10,000.00
June	1,	"	Bills Payable	2,500.00
"	3,	"	Tuition, ward schools	23.69
"	5,	"	Tuition, high school	3.25
"	8,	"	Tuition, high school	29.25
"	10,	"	Interest on Normal Township School Fund, $160.92; Woman's Club, $145.75, and tuition, $35.00	341.67
"	27,	"	Tuition, high school	8.13
"	29,	"	Taxes, County Treasurer	15,000.00
July	18,	"	Tuition, high school	14.92
Aug.	3,	"	Tuition, high school	36.90
"	9,	"	Tuition, high school	39.85
"	11,	"	Taxes, County Treasurer	6,000.00
"	29,	"	Bills Payable	4,500.00
Sept.	8,	"	Tuition, high school	113.05
"	8,	"	Bills Payable	1,500.00
"	9,	"	Balance returned on Order No. 7898	58.50
"	9,	"	Woman's Club (manual training)	35.00
"	10,	"	Tuition, high school	85.40
"	11,	"	Tuition, high school	85.40
"	14,	"	Tuition, high school	85.40
"	15,	"	Tuition, high school	24.40
"	23,	"	Tuition, high school	12.20
"	24,	"	Tuition, high school	12.20
"	26,	"	Bills Payable	12,500.00
"	30,	"	Tuition, ward schools	19.00
Oct.	19,	"	Taxes, County Collector	2,981.91
"	20,	"	Tuition, high school	19.45
"	20,	"	Tuition, high school	12.20
"	23,	"	Tuition $36.50, Am. Musical Club for Manual Training Woman's Club $34.65, and sale Mdse. 75c	71.90
"	31,	"	Bills Payable	17,000.00
Nov.	31,	"	Tuition, high school	15.45
"	3,	"	Tuition, high school	12.20
"	9,	"	Tuition, high school	10.00
"	17,	"	————————	58.50
"	25,	"	Bills Payable	16,000.00
Dec.	1,	"	Tuition, ward schools, $73.70, and Woman's Club, $45.22	118.92

Dec.	12,	1903,	Tuition, high school	$ 5.64
"	17,	"	Bonds, premium	30,050.00
"	30,	"	Bills Payable	5,500.00
Jan.	4,	1904,	Tuition, ward schools	25.00
"	4,	"	Tuition, high school	53.67
"	5,	"	Tuition, high school	35.78
"	9,	"	Tuition, high school	43.91
"	11,	"	Tuition, high school	44.70
"	13,	"	Sale of desks	3.50
"	13,	"	Order of W. W. Leviscc	1.50
"	13,	"	From high school pupils, paper	13.50
"	13,	"	Tuition, ward schools	15.85
"	13,	"	Tuition, high school	44.75
"	13,	"	Tuition, high school	26.82
"	20,	"	Error in payment	.02
"	28,	"	Tuition, high school	26.00
"	30,	"	Bills Payable	13,000.00
Feb.	3,	"	Tuition, high school	37.37
"	3,	"	Tuition, ward schools	48.04
"	24,	"	Tuition, $21.20, and old orders, $63.50	84.70
"	27,	"	Tuition, high school	8.94
"	27,	"	Tuition, high school	8.94
"	27,	"	Bloomington Township Collector	6,000.00
"	27,	"	Bills Payable	9,000.00
Mar.	17,	"	Bills Payable	3,000.00
"	19,	"	State Taxes	4,205.56
"	19,	"	Bloomington Township Collector	5,000.00
"	26,	"	Taxes	10,000.00
"	28,	"	Tuition, high school	55.28
"	29,	"	Tuition, high school	24.39
Total receipts				$231,878.22

DISBURSEMENTS.

School buildings	$ 47,085.33
Interest on bonds	3,400.00
Bills Payable	77,200.00
Interest on Bills Payable	2,267.25
Officers' salaries	3,535.08
Teachers' salaries	60,517.20
Janitors' salaries	6,091.60
Furniture	1,328.78
Heating apparatus	3,121.38
Fuel	4,480.63
Insurance	1,137 80
Printing	563.85
Repairs	3,759.97
Supplies	1,959.02

City water and special assessments	$ 1,202.65
High School Library, supplementary reading and books for indigent pupils	437.18
Expense	3,768.69
Total	$221,856.41

Secretary's Report, 1905.

To the Board of Education:

I submit herewith the financial report for the year ending March 31, 1905, together with a bill of estimates prepared according to your direction, for submission to the Honorable Mayor and Members of the City Council.

The receipts and disbursements during said period were as follows:

RECEIPTS.

Balance taxes for the year 1903	$ 85,840.27	
On taxes of 1904	37,000.00	
Total taxes	122,840.27	
State School Fund	4,547.00	
	127,387.27	
Interest on Normal Township School Fund	112.60	
	127,499.87	
Bonds, Series G	35,046.67	
	162,546.54	
Tuition	1,619.07	
Outstanding Bills Payable against taxes 1904	65,000.00	
Sales furniture, old iron, etc	73.24	
Woman's Club for Manual Training	93.70	
Manual Training department (T. L. Adams)	8.54	
Domestic Science Mothers' Clubs of Emerson, Franklin and Lincoln Schools, each $46.65	139.95	
Typewriting department	22.00	
Other receipts	91.87	
	229,594.91	
Account Building Fund, Irving School	1,335.35	
	230,930.26	
Treasurer's balance March 29, 1904	9,758.62	
Total receipts		$240,688.88

DISBURSEMENTS.

School building, balance Edwards	$ 24,711.74
School building, account Irving	34,700.00
	59,411.74
Interest on bonds	5,300.00
Total building purposes	64,711.74
Total educational purposes	103,448.59
Bills Payable of preceding year	63,500.00
	231,660.33
Orders of last year paid	1,467.88
	233,128.21
Actual cash balance March 31, 1905	7,560.67
	$240,688.88

EMMA S. RANDOLPH, *Secretary.*

Financial Report.

To the Honorable, the Mayor, and City Council of the City of Bloomington, Illinois:

GENTLEMEN: The Board of Education of the City of Bloomington, Illinois, in compliance with the requirements of its charter, does hereby certify that the sum of ninety-nine thousand eight hundred dollars will be required to defray the expenses of the public schools for educational purposes, and the further sum of forty-one thousand five hundred dollars for building purposes, making a total sum required for all school purposes for the year ending March 31, 1906, one hundred forty-one thousand three hundred dollars.

From the ninety-nine thousand eight hundred dollars above named for educational purposes there should be deducted the sum of four thousand five hundred dollars, the estimated amount of the State School Fund, the difference amounting to the sum of ninety-five thousand three hundred dollars.

An itemized statement of the amount required is as follows:

EDUCATIONAL PURPOSES.

Officers' salaries	$ 4,000
Teachers' salaries	68,000
Janitors' salaries	7,000

Furniture	$ 500
Heating apparatus	500
Fuel	5,000
Insurance	1,200
Printing	750
Repairs	2,000
Supplies	2,700
City water and special assessments	900
High School Library, supplementary reading and books for indigent pupils	750
Interest on temporary loans	2,500
Expenses, general	4,000
Total for educational purposes	$99,800
Less State Fund (estimated)	4,500
	$95,300

BUILDING PURPOSES.

Interest on bonds, Series D, voted for building purposes	$ 2,000
Interest on bonds, Series E, voted for building purposes	1,400
Interest on bonds, Series F, voted for building purposes	1,200
Interest on bonds, Series G, voted for building purposes	1,400
Principal bonds, Series D, falling due this year	10,000
To complete Irving School building	25,500
Total tax for building purposes	$ 41,500
Total tax to be extended for educational and building purposes	$136,800

Owing to the growth in the public school attendance, it will be necessary to employ at least four more teachers than at present. There will also fall due during this year the first installment of High School building bonds, amounting to the sum of ten thousand dollars ($10,000).

We therefore respectfully ask your Honorable Body to levy the amount of tax necessary to provide the several amounts herein set forth, as is required by the provisions of the charter.

In witness whereof, the President, Secretary, Treasurer and Chairman of the Finance Committee of said Board of Education, having been authorized by a vote of said Board of Education, have set their hands and attached the corporate seal of said Board of Education this 3rd day of April, A. D. 1905.

HORATIO G. BENT, *President.*
EMMA S. RANDOLPH, *Secretary.*
B. S. POTTER, *Treasurer.*
C. M. NOBLE, *Chmn. Fin. Com.*

No. 1—Floral Exhibit

To His Honor, the Mayor, and the Members of the City Council:

GENTLEMEN: In accordance with the requirements of the charter granted the City of Bloomington for the regulation and establishment of a system of public schools, we hereby present to your Honorable Body, for the information of the public, the annual report of the Board of Education of said city, for the fiscal year ending March 31, 1905. The proper vouchers, for inspection, are on file in the office of the Board of Education in the High School building.

Said report is as follows:

RECEIPTS.

Treasurer's balance on hand March 31, 1904				$ 9,758.62
Mar.	31,	1904,	Tuition	21.20
"	31,	"	Manual Training (Woman's Club)	67.25
"	31,	"	Tuition	36.59
Apr.	2,	"	Tuition	10.58
"	4,	"	Tuition	16.25
"	5,	"	Tuition	24.39
"	7,	"	Tuition	16.26
"	11,	"	Tuition	16.26
"	12,	"	Tuition	11.38
"	13,	"	Tuition, high school	13.30
"	13,	"	Tuition, ward schools	4.10
"	16,	"	Tuition	5.00
"	16,	"	Normal Township Collector	4,833.05
"	21,	"	Tuition	8.13
"	25,	"	Rebate interest	28.83
"	25,	"	Bloomington Township Collector	37,750.36
"	30,	"	Tuition, high school	16.26
May	9,	"	Tuition	8.01
"	12,	"	Interest on Normal Township Fund	112.60
"	24,	"	County Treasurer, taxes	10,000.00
"	28,	"	Borrowed money	9,750.00
June	1,	"	Tuition	16.23
"	13,	"	Tuition, ward schools	66.96
"	18,	"	County Treasurer	5,000.00
July	9,	"	Tuition	17.07
"	13,	"	County Treasurer, taxes	10,000.00
"	13,	"	Sale of bonds	34,546.67
"	14,	"	Bonds	500.00
"	30,	"	County Treasurer	18,256.86
Aug.	1,	"	Accident insurance returned	15.27
"	1,	"	Building Fund	85.35
"	1,	"	Insurance returned	10.80
"	1,	"	Tuition	5.60

Aug.	27,	1904,	Tuition, high school	$ 12.20
Sept.	2,	"	Tuition, high school	12.20
"	6,	"	Tuition, high school	12.20
"	7,	"	Tuition, high school	149.65
"	8,	"	Tuition, high school	62.50
"	9,	"	Error in charging check August 9, 1904	.20
"	9.	"	Tuition, high school	109.80
"	9,	"	Tuition, high school	12.20
"	12,	"	Tuition, high school	48.80
"	14,	"	Tuition, high school	36.59
"	15,	"	Tuition, ward schools	30.00
"	22,	"	Tuition, high school	1.70
"	23,	"	Tuition, high school	12.20
"	26,	"	Sale of desks	5.25
"	26,	"	Tuition, ward schools	4.60
Oct.	1,	"	Old iron	6.15
"	3,	"	Tuition, high school	12.20
"	11,	"	Tuition, high school	5.00
"	27,	"	Tuition, ward schools	92.70
"	28,	"	Old iron	30.24
"	29,	"	Bills Payable	10,000.00
Nov.	8,	"	Tuition, high school	5.70
"	19,	"	Sale of old desks	5.00
"	21,	"	Tuition, ward schools	69 80
"	23,	"	Note	15,000.00
"	28,	"	Tuition, high school	5 00
"	28,	"	Insurance returned	30.40
"	29,	"	Sale of carpet and desk	2.65
Dec.	16,	"	Tuition, high school	21.14
"	16,	"	Bills Payable	15,000.00
Jan.	5,	1905,	Tuition, high school	80.46
"	6,	"	Tuition, high school	35.76
"	6,	"	Tuition, high school	89.40
"	10,	"	Tuition, high school	31.82
"	12,	"	Tuition, high school	17.88
"	18,	"	Tuition, high school	26.82
"	3,	"	Tuition, high school	39.02
"	28,	"	Tuition, high school	7.31
"	28,	"	Borrowed money	17,000 00
Feb.	11,	"	Tuition	48.00
"	11,	"	Typewriting department	22.00
"	11,	"	Taxes	4,000.00
"	11,	"	Sale of scrap iron	18.95
"	24,	"	Sale of old boiler, Sheridan School	5.00
"	27,	"	Bloomington Township Collector	5,000.00
"	25,	"	Borrowed money	8,000.00
Mar.	8,	"	Tuition	64.90

Mar. 11, 1905,	Bloomington Township Collector		$ 3,000.00
" 16, "	State School Fund		4,547.00
" 17, "	Bloomington Township Collector		5,000.00
" 27, "	Tuition, high school		32.52
" 29, "	Tuition, high school		65.85
" 30, "	Tuition, high school		49.58
" 30, "	J. W. Evans' Sons Co., for brick		1,250.00
" 21, "	Rebate special assessment		6.37
" 31, "	Mothers' Club, Emerson School Domestic Science		46.65
" 31, "	Mothers' Club, Franklin School Domestic Science		46.65
" 31, "	Mothers' Club, Lincoln School Domestic Science		46.65
" 31, "	Woman's Club, Manual Training		9.00
" 31, "	Woman's Club, Manual Training		17.45
" 31, "	Manual Training, T. L. Adams		8.54
" 31, "	Taxes, Bloomington		20,000.00
Total receipts			$250,438.88

DISBURSEMENTS.

School building, Edwards		$ 24,711.74
School building, Irving		34,700.00
Interest on bonds		5,300.00
Bills Payable		73,250.00
Interest on Bills Payable		2,568.80
Officers' salaries		3,960.86
Teachers' salaries		64,618.10
Janitors' salaries		6,581.40
Furniture		2,647.48
Heating apparatus		612.44
Fuel		5,452.33
Insurance		981.50
Printing		332.30
Repairs		4,022.50
Supplies		2,633.97
City water and special assessments		932.70
High School library, supplementary reading and books for indigent pupils		730.74
Expense, Election	$ 77.00	
Gas	98.78	
Manual Training	359.67	
Postage	28.00	
Advertising	111.09	
Laundry	17.43	
Janitors' extra work in vacation	278.00	
Music	9.65	
Industrial work	45.80	
Fire escapes	1,105.55	
Printing bonds, commissions, etc	500.00	

Expense,	Attorney fees	$ 30.00	
	Census	125.00	
	Rent, Swedish Church	60.00	
	Repairing clocks	23.20	
	Grading	116.00	
	Telephone	136.94	
	Piano tuning	27.00	
	Commencement	158.39	
	Chemicals	11.50	
	Traveling	66.33	
	Flowers	53.38	
	Biology	17.65	
	Drayage and freight	67.82	
	Toilet paper	48.00	
	Moving	241.02	
	Removing old Irving building	981.11	
	Electric light and power and apparatus	614.92	
	Furnace linings	14.00	
	Electrical work	26.12	
	Domestic Science	350.08	
	Photographs	38.80	
	Exchange	5.72	
	Miscellaneous and minor repairs	1,529 52	
			5,242 50
	Total orders issued		$241,410.33

RECEIPTS FOR THE YEAR ENDING MARCH 31, 1905.

1904.				
Mar.	31, To balance, cash on hand			$ 9,758.62
Apr.	16, Taxes, Normal Township Collector	$ 4,833.05		
"	25, Taxes, Bloomington Township Collector	37,750.36		
May	24, Taxes, County Treasurer	10,000.00		
June	18, Taxes, County Treasurer	5,000.00		
July	13, Taxes, County Treasurer	10,000.00		
"	30, Taxes, County Treasurer	18,256.86		
1905				
Feb.	11, Taxes, Bloomington Township Collector	4,000.00		
"	27, Taxes, Bloomington Township Collector	5,000.00		
Mar.	11, Taxes, Bloomington Township Collector	3,000.00		
"	17, Taxes, Bloomington Township Collector	5,000.00		
"	31, Taxes, Bloomington Township Collector	20,000.00		
				122,840.27
1904.				
May	12, Interest on Normal Township School Fund.			112.60
1905.				
Mar.	16, State School Fund, County Superintendent.			4,547.00
July	13, Sale of bonds	$34,500.00		
"	13, Premium	46.67		
			34,546.47	
"	14, Sale of bonds		500.00	
				$ 35,046.67

1904-1905, Tuition			$ 1,619.07
1904.			
Sept. 26, Sale of old desks	$ 5.25		
Oct. 1, Sale of old iron	6.15		
" 28, Sale of old iron	30.24		
Nov. 19, Sale of old desks	5.00		
" 29, Sale of carpet and desk	2.65		
1905.			
Feb. 11, Sale of old iron	18.95		
" 24, Sale of old boiler	5.00		
			73.24
1904			
Aug. 1, Old iron, furnaces Irving School	$ 85.35		
1905			
Mch. 30, J. W. Evans' Sons Co., brick Irving School	1,250.00		
			1,335.35
1904			
Mch. 31, Manual Training, Woman's Club	67.25		
1905			
Mch. 31, Manual Training, Woman's Club	9.00		
" 31, Manual Training, Woman's Club	17.45		
	$ 93 70		
" 31, Manual Training, T. L. Adams	8.54		
			102.24
" 31, Domestic Science, Mothers' Club Franklin School	$ 46.65		
" 31, Domestic Science, Mothers' Club Emerson School	46.65		
" 31, Domestic Science, Mothers' Club Lincoln School	46.65		
			139.95
Feb. 11, Typewriting department			22.00
1904			
Apr. 25, Interest rebated			28.83
" 25, Insurance premium returned			56.47
1905			
Mch. 21, Rebate special assessment			6.37
1904			
Sept. 9, Error in charging check			.20
May 28, Bills Payable	9,750.00		
Oct. 29, Bills Payable	10,000.00		
Nov. 23, Bills Payable	15,000.00		
Dec. 16, Bills Payable	15,000.00		
1905			
Jan. 28, Bills Payable	17,000.00		
Feb. 25, Bills Payable	8,000.00		
			74,750.00
Total receipts			$250,438.88

DISBURSEMENTS FOR THE YEAR ENDING MARCH 31, 1905.

Salaries, Officers	$ 3,960.86	
Teachers	64,618.10	
Janitors	6,581.40	
		$ 75,160.36
Interest on borrowed money		2,568.80
Furniture		2,647.48
Heating apparatus		612.44
Fuel		5,452.33
Insurance		981.50
Printing		332.30
Repairs		4,022.50
Supplies		2,633.97
City water and special assessments	$ 932.70	
High School library, supplementary reading and books for indigent pupils	730.74	
Expense (itemized above)	7,373.47	
		9,036.91
Total		$103.448.59
School building, Edwards	24,711.74	
School building, Irving	34,700.00	
		59,411.74
Interest on bonds		5,300.00
Bills Payable, State National Bank (last year)	63,500.00	
Bills Payable, State National Bank (this year)	9,750.00	
		73,250.00
Total		241,410.33
Paid orders outstanding March 31, 1904		1,467.88
Total		242,878.21
Less orders outstanding March 31, 1905 (as shown)		623.41
Total		242,254.80
Balance in Treasurer's hands March 31, 1905		8,184.08
Total		$250,438.88

Cash in hand of Treasurer, March 31, 1905	$ 8,184.08
Orders outstanding, March 31, 1905	623.41
Net balance, March 31, 1905	$ 7,560.67

Bills Payable, March 31, 1905—	
Oct. 29, 1904, State National Bank	$ 10,000.00
Nov. 23, 1904, State National Bank	15,000.00
Dec. 16, 1904, State National Bank	15,000.00
Jan. 28, 1905, State National Bank	17,000.00
Feb. 25, 1905, State National Bank	8,000 00
Total	$ 65,000.00
Estate Georgiana Trotter, school site	6,000.00
Total	$ 71,000.00

Respectfully submitted,

[SEAL]

HORATIO G. BENT, *President*,
EMMA S. RANDOLPH, *Secretary*,
B. S. POTTER, *Treasurer*,
C. M. NOBLE, *Chmn. Fin. Com.*

Superintendent's Report.

To the Board of Education, Bloomington, Illinois:

It is my privilege to present you this Quinquennial Report of the progress and condition of the public schools of the City of Bloomington. While the statistics cover a period of five years, the comments as to the progress and condition cover the past four years only.

Four years ago when I took my place as superintendent of your schools, I found the schools well organized and a corps of strong teachers in charge. In the time that I have been with you the aim has not been to reorganize and to make startling changes, but first to thoroughly appreciate the excellent things my predecessors had brought into the organization and work of the schools, and second, to stimulate a healthy growth. To this end we have labored.

In our efforts we have met with a sympathy and willingness to help on the part of the teachers, the principals, and the supervisors, that has made the work a pleasure; while the hearty cooperation of the philanthropic, the social, and the business organizations of the city, and the city press, has been an inspiration; then, too, during these four years there has been no element of discord among the members of the Board of Education, but instead a strong, united effort in favor of every move for the bet-

tering of the schools. When these things are considered, it is evident that if the schools have not made commendable progress, the blame cannot attach itself to the teachers, the supervisors, the Board of Education, or the people, but must lie with the superintendent; for surely conditions could not be more favorable to leadership on the part of the superintendent than they have been the past four years in the City of Bloomington.

SUPERVISION.

As the system of horizontal supervision, the one introduced into the schools of Bloomington by my immediate predecessor, Mr. E. M. VanPetten, is no longer considered simply an experiment, it is out of place for me to take space to discuss the merits of this system further here than to say that in my judgment it is well adapted to the needs of the school work in a city the size of Bloomington.

The past four years, in addition to the superintendent, there have been employed the following other supervisors: A Primary Supervisor, who has devoted herself to the supervison of the instruction in the first four grades; a Supervisor of Drawing, who has had charge of this work in the grades below the High School; a Supervisor of Physical Culture; a Supervisor of Music, for three years a Supervisor of Manual Training, and for one year a Supervisor of Domestic Science. The supervision in the fifth, the sixth, the seventh, and the eighth grades, except in the special branches, Drawing, Music, Physical Culture, Manual Training, and Domestic Science, has been wholly in the hands of the superintendent.

This arrangement has what might be considered by many a serious defect. The superintendent has so many duties of a more general character, that is, relating to the interests of all the grades, that it is impossible for him to give that close supervision of instruction that might, in many cases, be most helpful to teachers and pupils. The lack of a supervisor whose whole time could be given to the work in the grammar grades is the one thing most open to criticism in the organization of our schools today. Yet no one is at fault that existing conditions are as they are. When your present superintendent took charge of the schools, he preferred to supervise the work of these grades in order that he might the more quickly become acquainted with the

No. 2. – Coleus Slips Rooting in Water

teachers and the pupils. He believed that at the proper time a supervisor well suited to these grades could be found, and that when such a person was found he would have the privilege of securing him for the place. As yet he has recommended no one for the position.

PROMOTION OF PUPILS.

Whatever plan of making promotions is followed in any system of schools it must be one that can be easily adjusted to the needs of the pupils. In the Bloomington schools the regular class promotions are made twice a year, a most excellent plan. This gives two sections to a grade, or, in other words, working divisions only one-half year apart. While the regular class promotions are thus made twice a year, special promotions are made whenever the best interests of the pupil seem to demand it, and the same is true of demotions. These special promotions or demotions are always made after the superintendent, supervisor and teacher have carefully considered the cases and have conferred with the parents or guardians. The fact that the two sections in each grade are but a half-year apart makes it possible to keep the sections well graded by means of special promotions. When a pupil is losing time because he is too strong for the section he is in, he can easily make the technical connection between his work and the work of the section one-half year ahead; if the work is too heavy, he can drop back a half-year and possibly thus find his place without losing an entire year. This plan of promoting is well adapted to the needs of the unusually quick pupil and of the unusually slow pupil, while, at the same time, it never loses sight of that other large class of pupils who ordinarily require a year's time for the work of what we call a grade. Then, too, this moving forward all the classes twice a year provides for the half-year entering first primary classes. The past four years, this plan has worked admirably. Semi-annual promotions, with special promotions as a means of adjusting during the term, seem as near ideal as any plan that can be arranged.

SCHOOL ATTENDANCE.

The four years have shown a healthy growth in the enrollment of pupils and the per cent of attendance has been good. Three different times the attendance record was broken by small-

pox scares. The Franklin School was closed for one week on account of smallpox in two families of that district. The Hawthorne and the Sheridan Schools were closed six weeks, and the Emerson one week, smallpox having been declared epidemic in these wards. After these schools reopened, it was some time before many of the people were willing to return their children to school. At one time we had an epidemic of measles that for a few days almost depopulated some of the schools. One morning but three hundred of the five hundred High School pupils reported for work, two hundred had measles. Finally, when the disease became so prevalent and was only a mild type, we were instructed to cease to exclude from school any who were able to attend. At no time has the per cent of attendance been below 95 per cent. A large enrollment alone does not signify that the school is doing its best work, but a large enrollment together with a high per cent of attendance indicates that the schools are reaching the children and that whatever the character of the inside work of the schools, it is leaving its impress on the children. A school with a low per cent of attendance, except as the result of sickness of an epidemic character, is not a good school; a school whose per cent of attendance is almost one hundred, is not ordinarily the best school, for there are some homes in every community where the conditions are such that the children's best interests demand that they sometimes be out of school, and other homes where parents make it impossible for the children to be in school every day. These classes must sometimes be out of school a day or else be out all the time. In the seventh and the eighth grades and the first year or two in the High School, the per cent of attendance is ordinarily as high or higher than it should be; the organic changes in girls at this period of their life should not be ignored either by parents or teachers in order that the record of school attendance may be high. The child's whole future life, physical and mental, is often ruined by lack of wisdom in this respect on part of parents and teachers. When the pressure of a high per cent of attendance in these grades is too great, these nervous, highly sensitive girls are the first to feel it, and many a day when they should be resting at home, free from the strain that comes to them in the school room, in order that the natural functions of the body might become established, instead, feverish

and restless, they spend the day in the school room. It is true that as a result the record of attendance for the grade is well up in the nineties, and teachers and pupils are alike proud of it; but what of the sacrifice made for this record? In a few years the record will be forgotten, but some of the girls who helped to make it will bear the marks of it in their nervous system for a life time.

It takes thoughtfulness and care on the part of both parents and teachers to properly adjust the problem of attendance of girls in these grades; and only by a clear understanding between parents and teachers, and by the exercise of much common sense can it be done.

The school, to do its best work, must be helpful to all these classes of children, and it can be without interfering with the interest of any one class; but the per cent of attendance cannot be so high as under an iron-clad rule that takes no thought of the weightier matters of health and home-life conditions.

Notwithstanding the fact that a new parochial school with an enrollment of two hundred pupils was opened in the Sheridan ward, September, 1902, still the public schools had a fair increase in the attendance that year over the preceding year. This, and the fact that the school census enumerator that year could find but a half-dozen children between the ages of seven and fourteen years, physically and mentally fitted to do school work, who had not attended school, and the years since then could not find even a half-dozen, speaks well for the work done along the lines of compulsory attendance.

Compulsory Attendance.—No movement in the schools has met with more general favor than the enforcement of the Compulsory Attendance Law. There has not been simply a quiet endorsement of the law, but an organized effort in favor of its enforcement; the Mothers' Clubs, the Woman's Club and the daily press have agitated the subject until the people have been made thoroughly alive to its importance and have supplemented the work of the school authorities in every possible way. The Associated Charities and other benevolent societies have furnished clothing to many indigent children and have thus helped in the work. The courts also have joined with us in the work of enforcing the law, and in some cases, at the request of the school authorities, have suspended sentence on the condition that the

boys attend school, or so long as they did attend school regularly. Eternal vigilance is the price of success in keeping certain classes of children in school; but with public sentiment in favor of compulsory attendance as it is in Bloomington today, the work is not an unpleasant one. It is the continual following up and the certainty of being followed up that hold many a boy and girl in school. We have met with no determined opposition on the part of the parents; in the case of one family only has it been necessary to arrest the parents in order to compel them to comply with the law. In this instance they were each fined $5 00, but with the consent of the school authorities, the collection of the fines was suspended so long as they would keep their children in school. Now and then parents are indifferent and sometimes question the right of the school authorities to say what their children shall do, but in almost every case they can be won to see that it is only for the good of their children, and that they should aid in the work rather than oppose it. It pays to win even this class of parents, for then we can do more for their children.

The new Child Labor Law simplifies the work of compulsory attendance, as it makes anyone employing a child under fourteen years of age for wages during the school term, liable to a fine. This emphasizes the importance of school, and takes away from many parents the temptation to put their children out to work for wages during the school terms.

I cannot too highly commend the work of our Truant Officer. He visits the homes in a kindly way, more suggestive of a friendly visitor than an officer dealing out the vengeance of the law, yet the firm grip of the law and its helpfulness is felt in all that he does. The Truant Officer is at the superintendent's office in the High School building from 9 to 9:30 a. m. and from 1:30 to 2 p. m. each school day, to receive messages over the 'phone, giving the names of those who are needing his particular attention. The teacher reports to him the name of the pupil, street number of his home, and any other information that may be helpful to the officer in locating the delinquent. The remainder of his time is spent in looking up and investigating the truant cases and in bringing back to school those who would not otherwise return. The superintendent, who advises with him and directs in the work, is kept closely informed of all that he does. While some days

more cases are reported than the officer can follow up, other days no cases are reported, so that by working continuously no truants are long without his attention. In a great many cases, he calls at homes where sickness prevents the child from being in school, but where the parents have failed to notify the teachers and the teachers have been unable to secure reliable information as to cause of absence.

Our teachers, too, have done noble work in trying to interest, and by patient effort to lead this class of pupils to the formation of regular habits; for the work is not half done when these restless, street-roving boys and girls are kept in school, but the greater work is to win them and interest them so that they will enjoy school life.

In some few cases the home conditions are so unfavorable that it is almost a hopeless task to try to bring about better school habits unless the boys and girls can be placed in more helpful surroundings. While there is a Girls' Home in Bloomington, supported by the county, for dependent and delinquent girls, and a home at Geneva, supported by the State, for girls of a still more unfortunate character, up to the present year there had been no county nor State home provided for dependent and delinquent boys. The nearest to this has been the Glenwood Manual Training School Farm, at Glenwood, Cook County, a private institution to which the county judge has the right to commit a boy at an expense of $10.00 a month to the county in which the boy lives. However, this condition has now been changed, as the State has already opened a home for delinquent boys at St. Charles. Four years ago McLean County had not attempted to save any of her dependent or delinquent boys by sending them to the Glenwood School; the custom was to let the boys go on uncared for until they had committed some crime for which they could be sentenced to the State Reformatory at Pontiac. At the present time, this county is making every effort to save her delinquent boys by furnishing them a home in the Glenwood School, or at St. Charles; after every effort has been made to redeem a boy from his delinquent ways and to bring him to regular attendance in school, if he still persists in going the wrong way, as a last resort, the school authorities have the privilege of sending him to one of these places. This emphasizes as nothing else could the right of

the school to control the habits of the boy, and has a most wholesome effect on all would-be delinquents. In the past four years the school authorities have secured the commitment of six boys to the Glenwood School.

A number of dependent girls have been placed in the local home for girls, during the same period. The committing of these girls to this home has been done by charitably inclined women of the city. In two or three cases where girls were not of the class that could be taken into this home, by the united efforts of the Associated Charities and the school, they have been committed to the State Home for Girls at Geneva.

MOTHERS AND PATRONS' CLUBS.

The Mothers and Patrons' Clubs have made themselves very helpful in a number of wards in the city. These clubs have held meetings once a month, usually at the close of school on Friday afternoon, or on special occasions, at night, in order that fathers, as well as the mothers, might be present. At some of these meetings, the Superintendent, Primary Supervisor, the Supervisors of Manual Training, of Drawing, and of Domestic Science, have explained what they were trying to do and what they hoped to accomplish. At others, prominent citizens talked to the patrons and teachers on subjects related to the care and training of children. But not the least good has been the bringing of teachers and patrons into closer touch and a better understanding of the importance of working together so that the work of each might help on that of the other.

It will not be possible to give a detailed statement of what has been done by these clubs, but it will not be out of place to mention a few things: In the Emerson School, the Mothers' Club contributed liberally in money to help fit up a Manual Training workshop, and equipped the kitchen for Domestic Science; in the Franklin School, the Mothers' Club placed a piano in the school and equipped the Domestic Science room; in the Washington School, a piano and a couch for the teachers' rest room, were purchased and presented to the school by the club; in the Irving School, the club fitted up the first room for Domestic Science, and for two years paid all the expense of conducting a regular class in this subject. The club in this school has also been very active in looking up the children of the more unfortunate homes of the

ward, and has helped to make many of the children from these homes comfortable for school. The Lincoln School Mothers' Club presented the school with a piano and some fine pieces of statuary for the halls, and furnished the kitchen for Domestic Science. The Mothers' Club in the Edwards School was organized the past year and is actively engaged in raising money to equip the kitchen for Domestic Science. In the Sheridan and the Raymond Schools, while there have been no regularly organized patrons' and teachers' clubs, from time to time patrons' meetings have been held that gave opportunity to explain the work of the schools, and also brought the patrons and teachers into social contact. The work of these clubs, and the patrons' meetings in the other wards have aroused and helped to maintain a strong sentiment in favor of the work of the schools.

THE WOMAN'S CLUB.

This organization, comprising as it does about three hundred of the leading women of the city, is a club well able to make itself felt in whatever it undertakes to do. We have found it a strong ally. From time to time it has given courses of lectures by noted educators, which courses have been open to High School and grammar grade pupils at 75 cents for the course, and to teachers at $1.00, thus making the lectures cost but little more than street car fare. The club has from time to time invited the Superintendent, the Primary Supervisor, and Supervisor of Manual Training, to speak at its meetings on subjects relating to the interests of the public schools, and has seconded every advance movement. The club has also contributed about $400.00 to the Manual Training department of the schools.

AMATEUR MUSICAL CLUB.

The Amateur Musical Club of Bloomington, to show its interest in the department of Manual Training, two years ago gave the proceeds of its annual organ recital to this department.

THE KINDERGARTEN CLUB.

For two years the Kindergarten Club bore the expense of a kindergarten in the west part of the city, hoping in this way to awaken an interest in kindergarten work. A well trained kinder-

garten teacher was employed and the work was conducted in a very efficient manner.

At the school election in 1904, the question of establishing a free kindergarten was placed before the people, a majority voting in favor of it, thereby empowering the Board of Education to establish and maintain kindergartens at public expense, as soon as the Board can secure the means for the work. In one or two districts of our city, kindergartens would be a great blessing, and should be provided at the earliest possible time.

ASSOCIATED CHARITIES.

I cannot too highly commend the work of this organization in furthering every effort of the school to keep the children from the more unfortunate homes in school. When we first began the enforcement of the compulsory attendance law, this association pledged itself to keep the needy children fed and clothed if the school authorities would see that they were regularly in school, and during the past four years it has more than kept its pledge. Only those in close touch with the workings of this society know of the great amount of work done by it in the homes of the unfortunate to supplement the work of the schools. Not only has it helped to clothe and feed the needy, but it has joined with the school authorities in petitioning the courts in behalf of some of the delinquent and dependent children, and has helped to place them in homes where they have for the first time been given a chance to learn how to live. Neither time nor money has been spared by this organization in order to do the best possible for the helpless, sinned-against little children.

Penny Savings Bank.—It is largely due to this organization that a Penny Savings Bank has been introduced into the schools. Three years ago the Board of Associated Charities voted that with the consent of the Board of Education, it would bear all the expense connected with the introduction and conducting of a penny savings bank in the schools of Bloomington, for a sufficient length of time to test its merits.

Soon after this action, a penny savings bank station was opened in the Franklin School, and carried on very successfully to the close of that year. The system introduced is that modeled after the ordinary bank. Each depositor carries a bank book in

No. 3—Coleus Slips the Day After They Were Potted

which every deposit is entered. From time to time, by means of checks, he draws his deposit. This plan necessitates a great deal of work on the part of the cashier, who keeps an account with each depositor. The first year our Supervisor of primary grades attended to this, but on account of the time consumed by the work, found it impossible to open more than one station that year. The second year the Associated Charities furnished a cashier to attend to this part of the work, one who gave her time as her contribution to the benevolent work of the city. With this additional help another station was opened in the Lincoln School. At the close of the second year, after carefully reviewing the work that had been done by the bank in these two schools, it was believed by all interested that it was a valuable means of educating children in habits of economy and thrift. At the annual meeting of the Board of Associated Charities that year, it was voted to employ a cashier for this work and to pay her a stated salary for the following semester, in order that the work might be introduced into other schools of the city. This cashier devoted her entire time to looking after the stations in the different schools, and relieved the teachers and all of the regular school employees of any additional work on account of the penny savings stations. At the close of that semester, the Board of Education was so impressed with the value of the penny savings bank as a part of school work, that it assumed full control and employed Mrs. Alice Packard as cashier. The total amount of deposits for the past year was $1,135.97; the greatest amount on hand at one time, $700.00. The coming year, stations will be opened in all schools of the city.

But while these various clubs and organizations have contributed in a financial way to aid the work of the schools, this is the least of what they have done. The fact that they are working together with the school authorities, under the leadership of the school authorities, to bring about the best possible conditions in the public schools, creates a public sentiment in favor of the schools, the value of which is beyond estimate.

PUBLIC LIBRARY.

Both our City Librarian and her Assistant Librarians have endeavored to make the Public Library measure up to its fullest usefulness along the lines of the teachers' and pupils' work.

Whenever literature or information on any particular subject is desired, by notifying the Librarian a few days before the material is needed, everything bearing on the subject is looked up and placed ready for reference. A few sets of books, twenty in a set, have been put into the Public Library for the use of the schools. A teacher can secure a set of these books for her classes just as she does the sets of books in the superintendent's office. The Librarian has also prepared lists of books suitable for school children, and these lists have been distributed among the pupils by the teachers. This is one of the ways in which an attempt has been made to call the attention of the children to the opportunities afforded them at the Public Library. At three of our public school buildings, what might be called sub-stations of the City Library have been opened. These schools, the Raymond, the Sheridan, and the Lincoln, are so far out from the center of the city that it is a great accommodation to the children to be able to secure books near at hand, and as a result many books are read in homes where otherwise there would be no reading. The Librarian sends an assistant librarian on certain days to take charge of this work, and in this way relieves the teachers of any additional care that might come to them from this source. For two years during the summer vacation, the sub-station at the Sheridan School has been open each Wednesday afternoon. This experiment has proved so satisfactory that the same plan is being followed during the present summer vacation.

TEACHERS' MEETINGS.

Possibly there is no other profession that offers the opportunity for its members to fall into ruts that the teachers' profession does. It is the natural result of our working with immature minds. All of us, from superintendents down, are liable to the same misfortune. In order that we may not lose our usefulness, we need continually to come into contact with others who are trying to solve the same problems, yet from somewhat different points of view. With this thought in mind we have made an effort the past four years to have with us as many as possible of the leading educators, both of our own and other communities. The following are the names of those who have addressed us on these occasions: Superintendent E. A. Gastman, Decatur, Ill.;

Superintendent W. L. Steele, Galesburg, Ill.; State Superintendent of Public Instruction Alfred Bayliss; Prof. Geo. H. Howe, of Illinois State Normal University, Normal, Ill.; Dr. John W. Cook, DeKalb, Ill.; Dr. L. C. Lord, Charleston, Ill.; Mr. Orville T. Bright, Chicago; Mr. Geo. P. Brown, Bloomington, Ill.; Prof. Geo. H. Locke, University of Chicago; Prof. M. V. O'Shea, University of Wisconsin; Mr. H. G. Wilson, Chicago; Dr. E. G. Dexter, University of Illinois; Dr. Edwin C. Hewett, Normal, Ill.; Prof. W. F. Evans, Charleston, Ill.; President David Felmley, Normal, Ill.

The past year Mr. George P. Brown gave our grammar grade teachers a course of lectures on "How to Teach English Grammar," and another course on some one or two of the master-pieces in literature. These lectures were highly appreciated and greatly enjoyed by the teachers, and were very helpful, as they bore directly on the work the teachers were doing in the school room. Notwithstanding the fact that the lectures were given on Saturday mornings and attendance was voluntary, the teachers were glad to avail themselves of the opportunity to hear Mr. Brown. I count it a rare privilege that our teachers have had the past year, this coming into close touch and understanding with Mr. Brown, a man recognized as one of the highest authorities on these subjects.

In the grade meetings from time to time the Supervisors have presented and discussed somewhat at detail, the work of the grades. In some subjects introduced into the schools for the first time, regular lessons were given the teachers by the Supervisors.

In March, 1903, the Central Illinois Teachers' Association held its annual meeting in Bloomington. It was the largest educational gathering, except the National Educational Association in Chicago, ever held in the State of Illinois. There was a paid enrollment of 2,001 members. This was a great opportunity for our teachers, as it brought us some of the most noted educators of the day. In fact, the meeting was an energizing force to our local body of teachers, and its influence on the educational sentiment of the entire community was healthful.

In this connection, we should not fail to mention the fact that our hotels responded very liberally in granting rates in order to secure this meeting for Bloomington, and that the Business

Men's Association and the Street Railway Company gratuitously rendered very efficient service in helping to care for this large body of visiting teachers.

SELECTION OF TEACHERS.

Every city must do some work in the training of young teachers, and as the teachers of a corps are continually changing, must always have a number of beginners. Bloomington is no exception; but with a strong State Normal, and the Wesleyan University at her very doors, Bloomington can require a preparation on the part of those who are to become teachers in her schools that many cities of like size cannot. The plan followed at the present time of selecting the beginners in the ward schools largely from Bloomington girls, who, in addition to their secondary education, have completed a two years' course in the State Normal, and in this work have made excellent records both in the subjects pursued and in their practice teaching; or have successfully completed a four years college course; or else have taught three or four years with marked success in outside schools, shuts off the possibility of many incompetent ones' securing positions in our schools. The fact, too, that only a limited number of the vacancies that occur each year are open to beginners, makes it possible to select from the Bloomington girls who have had the preparation mentioned above, only the strongest. This is pretty close sifting of the material that enters the beginners' ranks.

While those who are beginners are largely selected as I have indicated, there has not been a too close holding to home teachers, but a freedom to invite strong, experienced teachers, wherever found, to positions in our schools. This continually bringing in new blood, as it were, keeps up a vigorous life in the teaching body. I feel it is a matter of congratulation that nothing but fitness for the position counts in the selection of teachers for our schools; and that the Board is a unit on this all important part of school work. This is the way, and the only way, to build up a corps of teachers of the highest grade.

DISCIPLINE.

An intelligent respect for authority is one of the greatest lessons a boy or girl can learn in the public school. If he fails in

this, he fails in one of the most vital points. A man who refrains from murder simply through fear of punishment does not measure up to a high standard of citizenship, but he who appreciates most fully his social relations, obeys the laws because it is right, without thinking of the punishment. There is a school discipline that brings obedience only through fear of punishment, and there is another school discipline that strives continually to secure obedience through a clear understanding of what is right, and the knowledge that this rightness is based on the relation that each individual sustains to all other individuals in society.

This discipline does not for a moment fail to remember that wrong doing brings its own reward and right doing the same; but it places the emphasis on the right doing. It is a positive, not a negative teaching. It is not so much "Thou shalt not do this because it is wrong," but "*Do this*, because it is right." When wrong *is done*, as it sometimes will be, then help the child to see that the punishment is but the natural result of the violation of the law of right, help him to measure the offense first by his own standard of right, for it is by this standard that he must first judge of the act. This enables him to see the relation of cause and effect between his wrong doing and the punishment that follows. It is always necessary that the child see, to some extent, this relation of cause and effect between the offense and the punishment, else his moral nature is weakened thereby.

This is not a discipline founded on force, but a discipline founded on reason, and best enforced through the strong personality of a wise, tactful teacher. This teacher builds character that will stand the test in the greater strain of after life, while the discipline based too largely on physical force does but little real good, and, in some cases, injury. Sometimes physical force, or corporal punishment, is the only means at our command to call a stay in a child's wrong doing and make possible an opportunity to appeal to him on the high plane of right, but the too frequent resort to it indicates real weakness in the administration. The strongest teachers but seldom make use of it. It is always better to administer corporal punishment rather than to turn boys lawlessly inclined into the streets where their evil tendencies would have full opportunity to develop to the detriment of all society.

If there are children in the ward schools whose conduct cannot be made to conform to the requirements of the schools to the extent that they are not seriously interfering with the work of the schools, they ought not to be suspended and turned into the streets, but taken from the ordinary public school to some special school provided for juvenile offenders of this type. In many cases, they can be saved to regular habits by transferring them to a ward in another part of the city, where strange faces and new surroundings take from them the leadership that was theirs in their own home school, and where a different teacher touches some new springs of action that call forth happy response, so that before the boy himself is conscious of it, the energy that was misdirected is turned into the proper channels of activity. Not all teachers are equally adapted to all children, and it sometimes happens that the very best teacher fails to call forth the proper line of conduct from some one child, while another teacher, possibly of less real ability, might approach this child in such a way as to be helpful to him. I have no sympathy with suspensions as a method of discipline in the ward schools. Once in a great while a young man or a young woman in the high school refuses to respond to all ordinary appeals for proper conduct to the extent that it becomes necessary to suspend the pupil until there is a change in his attitude toward the school, but cases of this character should be of rare occurrence.

I am impressed more and more with the fact that there must be a close relation between teachers and parents if problems of discipline are to be handled in a skillful manner. Many of the most trying cases of discipline are easily adjusted when parents and teachers meet together and in a candid manner try to right the wrong. Parents, as a rule, are not unreasonable, and teachers, as a class, are earnest in their efforts to do the right. Teachers know the pupils from one side of their lives, parents know from another, and, whatever the home, when parents realize, as in most cases they can be made to realize, that the teacher is honest in her efforts to be helpful to their children, they will support her in what she does. This is especially true of the intelligent homes. But where the intelligence of the home is not equal to the intelligence of the teacher, the teacher need have no fear of compromising the dignity of her position by going more

than half way in her efforts to prove to the parents that she has only the best interest of their children at heart. No teacher can come up to her highest measure of success without a knowledge of the home life of the children under her care.

This thought has been present in all of our discipline the past four years: first, beginning in the primary grades, it is a part of the duty of the schools to help the child form standards of right, and with his increasing intelligence to aid him to elevate continually his standard of right; second, to lead him to shape his conduct by applying this standard to his acts; in other words, to develop the moral sense rather than to call forth the same line of conduct chiefly through fear of punishment.

We are not ideal in what we have accomplished, but we are moving on right lines. With teachers, principals, and supervisors in hearty sympathy with the discipline that looks continually to the highest interests of the child, we must approach nearer and nearer our ideal.

HIGH SCHOOL.

Through the wisdom of the Board of Education, the High School course of study has been broadened by the departments of business and Manual Training, including Domestic Science, so that today it includes almost all of the various lines of work to be found in any of the first-class high schools of our country.

This giving a wider opportunity in the choice of work has been one of the factors in bringing about the increased attendance in the High School, and has, we believe, brought the High School in a helpful way closer to many homes in our community. A strong effort has been put forth to inform the people concerning the work of the High School, and, in behalf of their children, to interest them in it. At the mothers' and patrons' meetings the superintendent has from time to time devoted an hour to explaining the work of the High School, and by an interchange of questions and answers has tried to lead these parents to see that it has something for all who graduate from the eighth grade; for he holds that if the High School is of value for the few, it ought to have something of value for the many, or that the greatest per cent possible of eighth grade graduates should have at least a year or two of High School training, even if they cannot have the time and the means to complete the entire course.

Each semester a careful canvass is made of each of the eight-A classes to determine who intend to enter the High School, who are uncertain as to their entering, and who do not intend to enter. When this information is secured, we are ready for action. The superintendent then meets the class, and with a High School course of study in the hands of each member, explains the course and answers the many questions that are asked by the class. He emphasizes the fact that it has something for every one. After the work had been presented to the class as a whole, privately, he and the principals talk with those who have not intended to pursue a High School course. After a clear understanding of each individual case, if it seems best, the boy or girl is urged to take the High School course. A little later, each eight-A class spends a half day visiting the High School. This half day, each eighth grade boy or girl is given into the hands of some High School boy or girl who acts as guide in passing from room to room and class to class. In this way the eighth grade pupils see the work of the High School, and for the first time many of them become interested in it. Thus through parents' meetings, and through direct work with the pupils, and in many cases by advising and counseling with parents, a large percentage of the eighth grade graduates are led to enroll in the High School.

High School Athletics.—During the past four years our school has favored football, baseball, and other forms of athletics, and has aimed to exercise a healthful control over them. Only those students who carry three studies above a passing grade have been eligible to places on the teams. While this has not always given us teams that have made high records on the field, neither has it placed athletics at a premium above the regular school work.

At the present time, the value of these games either to the school or to the individuals, is being questioned as never before. Doctor Draper, Commissioner of Education of New York, and Doctor James, President of our own State University, have spoken in strong terms against football in particular, and to an extent, against all the more violent forms that give training to the few rather than to the many.

A strong plea is being made in favor of some forms of physical training that will aid in the physical development of each individual student rather than the abnormal development of the few.

No. 4—Geranium Slips Rooting in a Window Box

That more attention should be given to the physical training of each individual pupil in the High School, no one can question, and that there are many serious objections to the present forms of athletics and to many of the features connected with these games, is known to all who have had to do with directing and looking after competing teams. It is evident to us all that unless the school-men of the secondary schools are more united in eliminating the evils attendant on the games as conducted at the present time, the patrons of these schools will demand that these games no longer be a part of High School athletics. If the investigations now being made by President James should prove, as he now believes they will, that these forms of athletics have not developed the finest types of either physical, mental, or moral strength, Doctor James will have struck a most vital blow to existing forms of popular school athletics.

SCHOOL BUILDINGS.

Through the careful attention of the Board of Education the school buildings are kept in so good a state of repair that even in our oldest buildings the health of the pupils and teachers does not suffer for lack of any improvements that might be made. The new Edwards School, on its sightly location in the western part of the city, is one of the model school buildings of Central Illinois, beautiful without and within, yet in no part can it be found that utility has been sacrificed for the sake of beauty. The new Irving School now nearing completion in the southwestern part of the city, is equally imposing in appearance, though of an entirely different style of architecture. When the addition, which has already been begun, to the Washington School is completed, and the Emerson School, which is to be built the coming year, is erected, the city will have a class of strictly modern school buildings that cannot be surpassed by any city of its size in the State.

The improved methods of lighting, heating and ventilating these buildings are in accord with the highest authorities on sanitation, and make them, even with the rooms filled with pupils, among the most healthful buildings in the city. With these improved sanitary conditions, the danger from contagious diseases of any kind is reduced to a minimum. In fact, in the construction of no other of our public buildings are the sanitary considerations so carefully observed.

SCHOOL GROUNDS AND NATURE STUDY.

An attempt has been made to improve the general appearance of the school premises, and in most of the wards there has been a marked change for the better. The school grounds should be the best kept in a ward, a model, an inspiration to the school children and to all the people of the neighborhood. While there should be ample playground where greatest freedom to play is given, there should also be neatly kept plats of grass and beds of flowers. There should always be found some spots that are not used for play where grass and flowers can be grown. Sometimes the unsightly corners about the buildings where litter is apt to collect can be made attractive and beautiful with a little care in putting out plants that will give a wealth of blossom. Attention should not only be given to the grounds inside of the school premises, but also to the parking outside. Neatly trimmed lawns, bright beds of blooming plants, and play-grounds free from litter and dirt make a number of our school premises as attractive as our city parks.

The first attempt to beautify the school grounds in an extensive way was made in the spring of 1902. The winter before we discovered that there was a good stereopticon belonging to the school, but that it had never been used. There was also a fairly good set of geographical and historical views or slides. We planned to give a geographical stereopticon entertainment in each of the ward schools. We secured the loan of about one hundred slides from a neighboring superintendent. These with our own gave us a fine collection. A list of all the different slides was sent to each teacher who had a class in elementary or advanced geography. The teacher then selected certain slides or subjects and assigned them to members of her geography class. Each pupil assigned a subject was to be prepared to tell something concerning the picture, when it was thrown on the canvas. Or, in other words, children from the geography classes were to do all the talking in describing the places or telling the events represented in the pictures. This awakened great interest. Each pupil wished to do his best and the parents wished to see or rather to hear their children speak. We bought a set of dark curtains which we took from building to building to darken a room so we could use the stereopticon in the afternoon. At the

afternoon entertainment everybody was admitted free. We then gave the same in the evening and charged ten cents admission. The people came out and filled our rooms. In this way we obtained about $200. A part of this money paid the necessary expenses of drayage, but we had the greater part for other purposes.

Some of our High School boys manipulated the stereopticon for us. It was suggested to the principals and teachers that it would be a wise thing to set apart one-fourth of the money for new slides and that we use whatever might be necessary to buy bedding plants for each school yard and a quantity of seed and bulbs to give the pupils to take home to cultivate during the summer months for a flower exhibit at the opening of school in the fall. All agreed to this arrangement though some questioned the advisability of putting out plants in some of the yards as they feared they would be molested. However, we did not anticipate serious trouble in this direction, for the children, and the people too, were partners in the enterprise.

Our beds grew luxuriantly, and all the latter part of the summer they set the yards aflame with their gorgeous hues. Not only did we put out the great beds of blooming plants, but we also saw to it that the lawns were trimmed and, as a result, some of our school yards were among the most beautiful in the city, and were the model lawns in the districts in which they were located.

To the children were given out about four thousand packets of seeds and bulbs. Each packet was accompanied with a printed slip telling how to grow and care for the plants during the summer.

The third week after school began that fall, we held our Flower Exhibition. First there was an exhibit in each ward school. Each child had his name and the name of the building on a card tied to his plant. All were delighted. The exhibits were really beautiful and the interest of the children in what they had done was inspiring. The ward exhibits were then brought to one of the Manual Training rooms in the High School where hundreds of people came to see and admire the work of the children.

To teach the children to grow plants and to become interested in the life history of a plant is to lead them to the very best kind

of nature study. Said one mother, "We have grown more flowers this year than for many a year. My boy became interested in it at school and he said that we must have them at home, so we grew them to please him."

In October, 1902, a friend of the schools donated 3,500 tulip bulbs for the school yards of the city. For weeks in the early spring great masses of pure white, bright yellow, and red tulips were brilliant spots in the green grass of the school yards, proclaiming to all the fact that the children of the schools and the people of the community could enjoy the beautiful decorations of public school property without attempting to appropriate them to private use. Each year after the blooming season the bulbs have been taken up, divided and replanted.

That year, just before the frost came, we gathered our cannas, geraniums, and other plants and stored them in the basement rooms at some of the school buildings to keep them until the summer season. It was the first attempt of the schools to preserve roots and plants through the winter for the school grounds. In the following April, 1903, at the Franklin School grounds, the janitor, with the help of the seventh and eighth grade boys, prepared a large hot bed. A space eight feet wide by six feet long was dug out two feet deep in the ground; this was filled with fresh litter from a barn, thoroughly moistened and packed; a frame of boards one and one-half feet high was placed around this, against which the earth dug from the excavation was banked up; then another foot of litter, moistened and packed, was placed in the frame; then over this litter rich earth was filled to the depth of six inches. In a few days the fermenting barn litter had become hot and had warmed the six inches of earth above. The cannas, and dahlias were planted in the bed and salvia seed was sown in it. At night and on cold days this bed was kept covered with boards. A few weeks later hundreds of cannas and dahlias were taken from it to beautify the various school grounds of the city.

At the same time that these plants were being forced in the hot beds, the children in many of the rooms brought slips of geraniums to be rooted in the window gardens and later transplanted to the beds in the school grounds. At the Lincoln School this work was most successful. The combined efforts of teachers,

pupils and janitor at this building resulted in about three hundred geraniums and one hundred foliage plants (coleus) and two or three hundred scarlet salvia. These were grown in the school windows and later transplanted, and as a result, some of the most beautiful flower beds in the city were to be found on the Lincoln School grounds.

The first of May, 1903, we distributed among the pupils of the first eight grades, four thousand packets of aster seed, each packet containing about fifty or sixty seeds. With each packet was a printed page of instructions telling how to grow the asters, both for pot culture and for yard or garden.

We bought one pound of Semper's aster seed, at a cost of $14.00. The Sempers are a late variety of large size, and are free bloomers. The different colors were in separate packages; the white, the purple, the pink, the lavender, and the Daybreak. Each of these packages of seed was poured out on a table and with an ordinary ruler separated into as many piles as there are school buildings in the city, the size depending on the number of rooms in a building. This took but a short time, a few moments only, then still keeping the colors apart the seed was sent to the buildings. Four thousand small envelopes were bought for a trifle and a supply sent to each building. The work of putting the seed into the envelopes was easily and quickly done where rightly managed. The seed was again poured out on a table and with a knife or a ruler separated into little piles containing fifty or sixty seeds each. By counting the seed in one or two little piles it was easy to estimate the others.

When the seed was distributed, it was stated that there would be an aster exhibit at each school the following September. No prizes were offered, but everyone was encouraged to try to have some asters for the exhibit. There was no lack of interest on the part of teachers or pupils, and as a result there were not fewer than four or five thousand beds of asters in Bloomington that year. Almost every yard or garden had its aster bed, and in many there were two or three beds, while others who had neither yard nor garden grew theirs in pots and boxes. It was an interesting sight to pass along almost any street and see the hundreds of beds of asters.

The second week after school opened in September we had our Aster Fair. Wagon loads of asters were brought in by the boys and girls, some in pots, boxes, and cans in which they had grown, and many cut flowers from the beds in the yard or garden. Each pot, plant, or bunch of cut flowers was marked with a card bearing the name of the pupil who grew it.

The exhibits were beautiful indeed and many of the parents and friends visited the schools to see the displays. Cut No. 1 is a photograph of one of the exhibits.

After Aster Day was over some of the pupils took their flowers home again. In one ward, cut flowers were sent to all the known sick in the ward; in one or two other wards great baskets of cut asters were sent to each of the city hospitals.

Some very interesting stories could be told of the care bestowed on their asters by some of the children, but it would be out of place here.

October, 1903, each pupil in the first primary grade was given a slip of impatiens sultana to place in a glass jar of water to root; each one in the second primary grade a coleus slip (foliage plant) to be rooted in the same way; in the third, the fifth, and the sixth grades geraniums were given to be rooted in earth; in the fourth grades, slips of scarlet salvia. In all these grades each slip was marked with a tag on which was written the pupil's name. The glass jars containing the slips were placed in the windows and the pupils were from time to time directed to watch for the roots. It was not long before the roots began to appear and the children were delighted to see them. One little girl in a first primary said: "Oh see the little horns!" She was a good observer, for to all appearances the newly sprouting roots were like little horns. Illustration No. 2 shows these slips rooting in the water. Illustration No. 3 shows the coleus (foliage plants) slips after they had rooted and had been transplanted from the water to pots of earth.

The geranium and the salvia slips were first set for rooting in boxes of earth. These boxes, three feet long, six inches wide, and four inches deep, were made by the boys in the Manual Training shop. Illustration No. 4 shows one of these boxes as it hung at the window, the top of the box on a level with the window-sill so as to avoid soiling the window-sill with draining from

the box. This box has, as you see it, eighty geranium slips in it, seventy-seven of which grew. After each child had a slip in this box the teacher put in additional slips so there would be a plant for each pupil in case some of the slips failed to grow. As it happened all but three grew.

As soon as the slips were well rooted the pupils were taught how to transplant them to pots of earth. In order that we might be ready for the transplanting we bought thirty-one hundred 2½ inch pots and distributed them at the different buildings some days before the time for transplanting. Illustration No. 5 shows some salvia slips just after they were potted. As we used very small pots it was necessary to remove them, as soon as the plants were potted, from the dry air of the schoolroom to a room where the proper atmospheric conditions could be maintained and in which we hoped to be able to keep them through the winter months, that we might have an abundance of plants for the school yard beds next spring. At the Lincoln building a pit had been prepared and from all the schools of the city the potted plants (rooted slips), about three thousand in number, were taken to this pit.

This pit is 16 feet long, 8 feet wide, and 6 feet deep, rising to about 8 feet at the north side to give slope to the roof. The roof is of glass. The pit is lined with boards, and has a drain tile connection with the sewer to protect it in case water should rise in it after a heavy rain. The entrance is by means of two doors, similar to an ordinary outside entrance to a cellar. The benches for potted plants are arranged as in a common greenhouse, except that on the north side where the strong sunlight comes in with so much force, we have three benches, one above the other, the highest very narrow, the next lower a little wider and the lowest about four feet wide. A hard coal stove in one corner furnishes heat. A hand spray is used to water the plants.

The boys of the seventh and eighth grades did most of the digging of the pit and would have done all of it, but that we thought it too great a strain for them to throw the earth out after the first four feet had been dug. The janitor, with the assistance of a carpenter for a few days, finished the digging, lined the pit, put in the doors, and put on the glass roof.

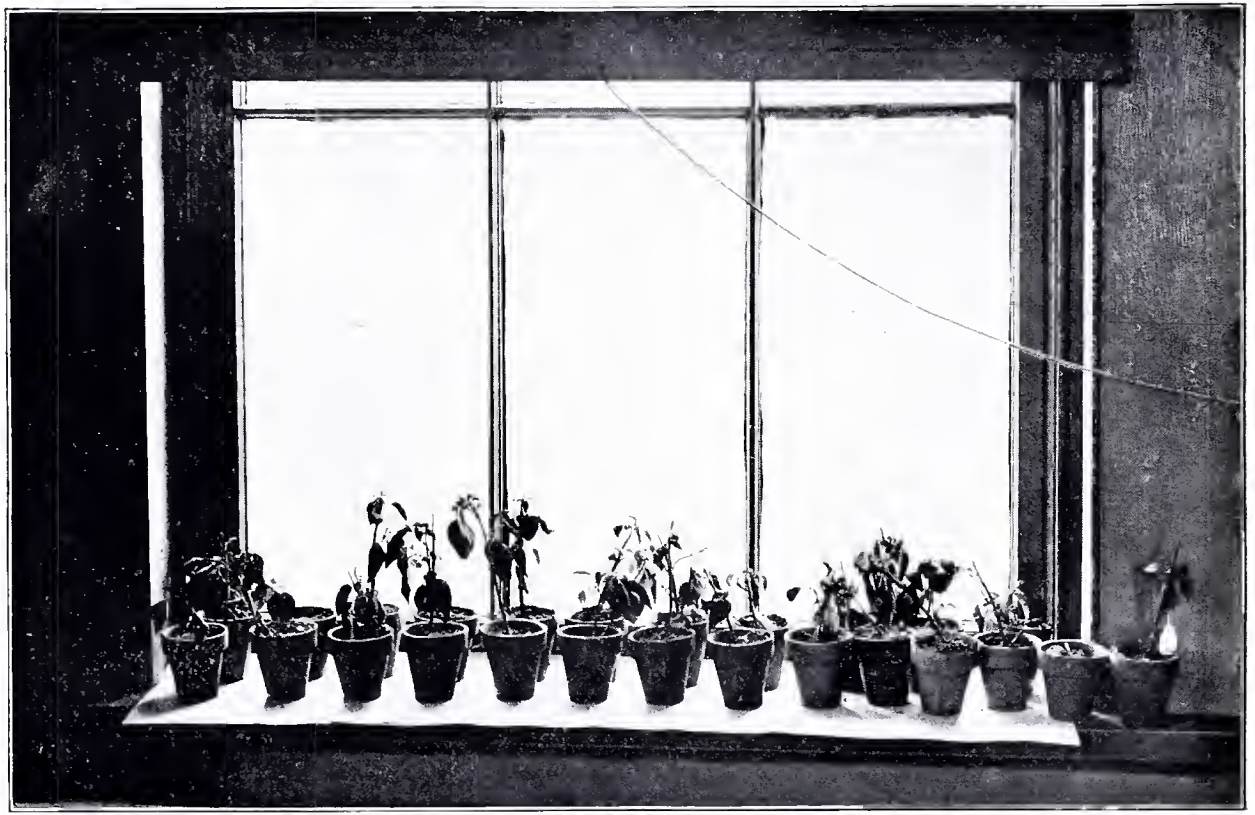
The question of expense was one that we were compelled to keep constantly in mind. The boys did the digging before and after school, so lost no time from lessons. This was their contribution. At another one of the school buildings, an old fence had fallen down and this furnished the lumber for all the inside work. This cost us nothing, as it otherwise would have gone into the furnace. The bottom doors were made from some old platforms that had been removed from one of the schools. When we inquired at one of the mills that furnishes greenhouse material, we were offered the frames and the glass for the roof for thirty dollars. This was more than we could put into the roof, so the boys in the Manual Training shop were set to work making the frames for the glass. The lumber for the frames cost four dollars and fifty cents. The boys contributed their labor.

A merchant who deals in glass offered to order the glass for us and donate her commission to the enterprise. The glass cost us seven dollars and fifty cents. The roof cost us twelve dollars instead of thirty. The entire cost of the pit was less than fifty dollars. The cost of fuel is a mere trifle, as one bucket of anthracite coal keeps the pit warm for twenty-four hours except on extremely cold days, when an additional bucket is necessary. It cost about twenty dollars for fuel for the entire winter. We have today about two hundred fifty dollars worth of plants in fine condition, a great abundance for the school grounds for the coming year.

Illustration No. 6 shows the boys who dug the pit, and the pit before the glass roof was put on. Nos. 7 and 8 are inside views of the pit taken December 28.

These plants are as luxuriant as are to be found in any greenhouse. The pictures speak for themselves.

The pupils have had a part in all this work. They learned how to grow the different classes of slips mentioned, by growing them; they learned how to pot the little plants after the roots had formed in the water or the forcing boxes; above the first primary, each pupil wrote his name on a tag and fastened it to his own slip. They were told that the little plants they were caring for were to be kept through the winter and then to be set out in their school yard beds to make them beautiful the coming summer.



No. 5—Salvia Slips Rooted and Transplanted to Pots

The plants from this pit helped to make our school grounds during the summer of 1904 more beautiful than they had ever been.

In May, 1904, we gave out to the school children of the first eight grades, two thousand packets of white aster seed, one thousand scarlet salvia plants, two thousand packets of zinnia seed, and nine hundred Grand Pacific tomato plants, for home culture, with printed instructions how to cultivate and care for each class of plants. Cut No. 9 is a sample of the instructions given out with tomato plants. They were printed by our boys on the press at the Edwards School.

In September, 1904, our annual flower exhibit was held at each building. In addition to the flowers there were fine exhibits of Grand Pacific tomatoes. The interest was greater than on any previous occasion and many patrons visited the schools to see the exhibits.

During September and October of 1904 the boys and the janitor at the Franklin School dug another pit similar to the one at the Lincoln School. It is sixteen feet long, ten feet wide and about eight feet high at the highest part. By using refuse material from the old Irving building which had been torn down, this pit when ready for use cost less than ten dollars.

A few weeks after this pit was completed, the slips that had been rooted in jars of water and in boxes in the different schoolrooms, and had been potted by the children, were collected in the two pits for winter keeping. These plants lived through the winter in fine condition and from them hundreds of cuttings were grown. The past spring we took from these pits for planting in the school grounds sixteen hundred coleus plants, twelve hundred geraniums, fifteen hundred salvias, besides cannas, petunias, and various other blooming plants. About one thousand tomato plants for distribution were also grown in these pits the past spring. The expense of heating the pits the past winter was almost nothing, one bucket of soft coal a day was sufficient except on the extremely cold days.

For our annual Flower and Vegetable Exhibit this year we have given out about one thousand tomato plants, two or three hundred salvias, about four hundred packets of bunch beans, and both aster plants and seeds almost without number. For the first

time prizes have been offered, two dollars for the largest tomato, one dollar for the second largest; one dollar for the largest quantity of beans from a packet of seed and fifty cents for the second largest.

At the Edwards School an incubator was set last May and for the first nine days an egg was broken each day that the children might see how the life of the chick develops. The janitor and one or two of the larger boys regulated the incubator. At the close of the incubation period we had twenty-one chicks which were distributed to children in a third grade room. Each pupil that is successful in raising his chick is to bring it in a coop to the Flower and Vegetable Exhibit in September.

All of this work has been used as a basis for oral and written language lessons. The manner of using it is explained to the teachers in semester outlines.

An observation hive of bees similar to the one shown in cut No. 10 was used during the spring term of 1903 to give the teachers an opportunity to study the life of the bees. This hive is so constructed that it will accommodate a single frame of brood comb from a standard sized hive of bees. It has glass on each side, or in other words, is practically a glass case of sufficient size for the frame of brood comb. It has openings arranged for ventilation and an entrance through the projecting bottom at the front. This projecting bottom is placed under the lower window sash which has been slightly raised to permit the entrance to extend outside of the window. Small pieces of board the same thickness as this entrance piece are then placed one at each side of this entrance under the window sash so that there will be no opening under the window into the room. In this way the bees can go in and out of their hive and can attend to their work while those in the room who are observing can see everything that goes on in the hive. These hives have wooden covers which are placed over them when no one is observing as the bees prefer a dark home. In selecting a frame of brood comb for this hive we look for one that has a good supply of honey along its upper part and just below the honey, brood in all stages of development with a large number of newly laid eggs. Ordinarily in removing such a frame from the hive a sufficient number of nurse bees will cling to the comb to care for the brood. If there are not a sufficient number of

bees, the bees from another frame may be brushed into this observation hive. This will give us in the observation hive the working bees, some drone bees and the brood in almost every stage of development, but no queen bee. Instinct tells the bees that without a queen they will soon perish as a colony, so immediately they begin to prepare to rear a queen. Selecting three or four of the cells that have the newly deposited eggs in them, they enlarge them to the size of what is known as the queen cell, and give the eggs the attention that is necessary to develop a queen bee from an ordinary egg. Within a day or two these large cells may be seen here and there; in the meantime the bees have gone in and out and have established this as their new quarters, and are busily engaged bringing in honey and pollen and caring for the young bees. On extremely warm days they may be seen fanning to ventilate the hive. These and many other interesting things can be observed from day to day in such a hive. As soon as one of the queen bees has hatched, which is about sixteen days, immediately the other unhatched queens are destroyed and the colony now has a queen.

This first colony awakened a great interest in the life history of the bee, and this interest extended beyond the schools.

During the spring term, 1904, five similar hives were placed in as many different buildings throughout the city in order that the children might by actual observation come to know the interesting life of the bee. At recess and before and after school these hives were never failing sources of interest, and with great delight the boys and girls watched the wonderful work that was going on,—the rearing of the queens, the hatching of the young bees, the capping of the honey, the unloading of the pollen, and the bees fanning to ventilate the hive.

At the same time that the pupils were observing the bees, in each room they were reading the story, Hollyhock Hall,—*Wings and Stings*. This is, in the main, a scientifically correct statement of the leading facts in the life of the bee, and aids the pupils in their work of observation.

The superintendent of schools keeps a number of hives of bees to furnish the frames for these observation hives, but in addition to this supply some friends have kindly furnished frames of bees for a number of the schools.

By reference to the course of study for the primary grades you will see that other lines of Nature Study which touch upon the development of animal life have been brought into the schools as observation work. The object in all this Nature Study is to make use of the material furnished by our immediate surroundings; this is true in the study of both plants and animals. We have by no means exhausted the local supply, nor shall we in the future confine ourselves to the forms that have already been made use of, but from time to time other plants and other forms of animal life will form the basis of the observation work. No set time is given to observation work in our schools, but it is carefully correlated with the supplementary reading and the language. From time to time a few minutes of the period for opening exercises, and a part of the language period are devoted to this subject. We believe that one of the best things a school can do in this, is to act as a center from which an influence goes out that leads the children to cultivate plants and flowers, in pots and in their yards and gardens, to interest them in beautifying their home surroundings, and in becoming acquainted with the common forms of animal life. The regular hours of school are not uselessly frittered away, but the few moments before and after school are filled with pleasure by gathering information of the wonderful life processes of certain plant and animal forms. All of this knowledge gathered from both the vegetable and the animal world enriches and beautifies the life of the children.

MANUAL TRAINING.

The time is past when it is in place to preach the value of Manual Training in connection with public school work. The entire educational world is so fully committed to its importance that the only question that seems to demand the attention of school authorities at the present time is, "How can we introduce it?" This was exactly the situation four years ago in the City of Bloomington. It was decided that the way to introduce Manual Training was to introduce it. Miss Hamilton, the Supervisor of Primary Grades, was to look after the introduction of some additional forms of paper-folding, card-board work, rug-weaving, raffia work, basketry and sewing in the primary grades; the superintendent was to make a beginning at shop-work somewhere in the grammar grades. These things were to be done as the

Hebrews made bricks in Egypt—"without straw," or at least the Board of Education was not to be asked to furnish the "straw." Miss Hamilton offered to teach those teachers of the primary grades who were sufficiently interested, raffia work and basketry, if they would meet her on certain days after school hours. A goodly number availed themselves of this opportunity. It cost them only their time.

After they had learned the mechanical work they were taught how this industrial work could be made to correlate with other school work. Many of these teachers then, at their own expense, supplied themselves with material for their rooms; and thus the industrial work or Manual Training in the primary grades was begun.

At the close of the year, Miss Hamilton, who had been a great uplift to all the primary work in our schools and had led the way in many advance movements, was called to the head of the Training Department of the Western Illinois State Normal at Macomb. Miss Mary S. Mack was employed to fill the vacancy made by Miss Hamilton's resignation. During the past three years Miss Mack has strengthened and broadened the industrial work introduced by Miss Hamilton until it is now a part of the regular work in every room in the first four grades in the city. The past three years the Board of Education has furnished the material for the work.

An exhibit of a piece of work from every pupil in the primary grades was made in the physical laboratory room of the High School building during the Central Illinois Teachers' Association in March, 1903. These exhibits attracted no little attention, and called forth words of highest commendation from many of the leading educators of the State.

This, in short, is the history of the introduction and development of Manual Training in the primary grades during the past four years.

A beginning in wood work was first made in the grammar grades at the Irving School. The janitor at this school is a carpenter, and a man who knows how to deal wisely with boys. Four years ago he agreed, if the tools were furnished him and a room provided, to give his spare time to helping boys with simple wood work. A room in the basement that had formerly been used

for a coal room was cleaned and papered, the boys from the seventh and eighth grades, with a little assistance, doing the papering. The janitor placed his own carpenter's bench in the room and a neighbor loaned another. One friend gave $25.00 for the first set of tools, another $10.00, and another, $5.00. This $40.00 worth of tools, together with the janitor's own set, made a very fair equipment. This shop proved the entering wedge for Manual Training in the grammar grades. Later the same year, another shop was opened in the Emerson School.

Many patrons visited these shops, and seeing the work, were impressed with its value, as they had not been from simply hearing of it. These two shops were all the equipment in the schools at the close of the first year, but there was a strong sentiment in the community in favor of extending it the coming year, and the Woman's Club offered to try to raise $500.00 to help it on.

Before the opening of the school year, Mr. T. L. Adams was employed by the Board of Education as Supervisor of Manual Training, and from the first he has given himself unreservedly and with enthusiasm to the building up of this department and has made it popular. He has taught classes from the High School in the forenoon, and in the afternoon, classes from the seventh and eighth grades. The High School shop equipment was very meager the first year Mr. Adams was with us. Two years ago six fine turning lathes were secured, and the past year a band saw, while from time to time other smaller additions have been made, until now it is quite complete for wood work and mechanical drawing.

The work in the High School has been highly satisfactory, and, to a large extent, the same can be said of the work in the seventh and eighth grades. But to handle the work in all the grammar grades in the most satisfactory manner, an assistant teacher is needed. With the shops that we now have at the Edwards, the Irving and the Emerson schools, and an assistant teacher, we should be able to give every pupil in the grammar grades, or, at least, in the grades above the fifth, an opportunity to do some form of shop work.

In the fifth and sixth grades in some of our schools the past year, the boys were given knife work one hour each week while

the girls were given a lesson in sewing. The coming year we hope to have similar work for the boys in all the fifth and sixth grades in the city. Making flower beds, digging the pits, potting and setting out plants, and much of what is spoken of under the heading, "Beautifying School Grounds and Nature Study," have furnished interesting and profitable Manual Training to many of the grammar grade boys during the autumn and the spring terms. At every step we have tried to make a real connection between the Manual Training and the other work of the schools and to directly relate it to school interests of every kind. Window boxes for plants, observation bee-hives, jardiniere stands, domestic science tables and many other things useful to the schools have been made in our work shops. The school has supplied the material for all articles made for school use, except for the domestic science tables, the material for which was paid for by the Mothers' Clubs; but in other cases, the pupils pay for their material and own the articles made. We believe that in the grades below the High School, Manual Training should not be made an independent, isolated thing, and that, to a large degree, this is true even in the High School.

Domestic Science.—Three years ago, as I have already stated under the heading, "Mothers' Clubs," a kitchen was equipped in the Irving School by the mothers' club, and for two years the club paid all expenses connected with conducting a class of girls in cookery. The kitchen equipment was a very simple one, costing not to exceed $60.00, and the teaching was done by members of the club and Mrs. S. Noble King, the president of the McLean County Domestic Science Association. But while it was a modest beginning, it helped to create a sentiment in favor of Domestic Science.

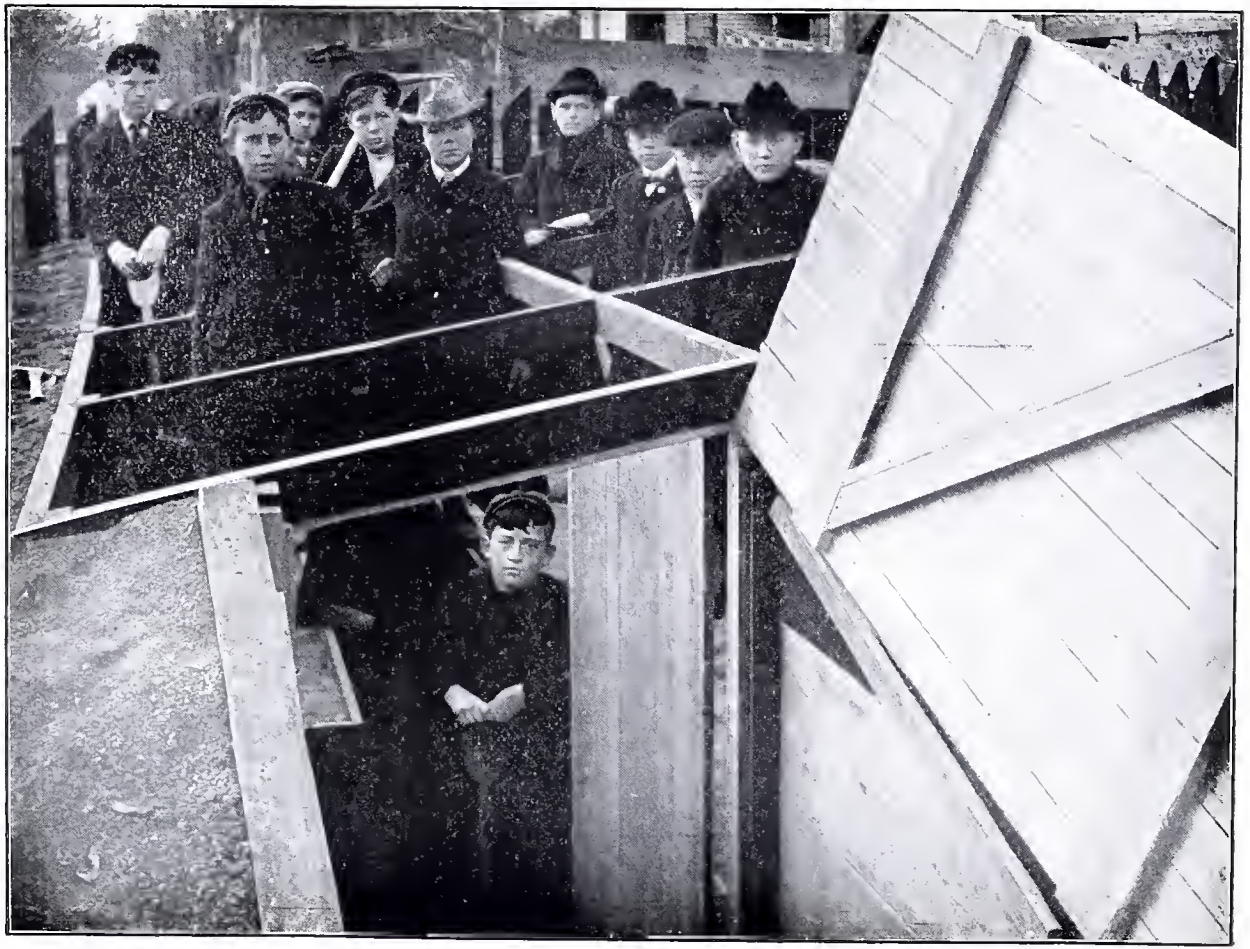
Before the close of the schools in June, 1904, the mothers' clubs at the Franklin, the Lincoln and the Emerson schools, offered to equip in a complete manner a kitchen in each of the schools on condition that the Board of Education employ a teacher of Domestic Science. The offer was accepted and Mrs. Elizabeth Slaght was employed. In September, 1904, she began her work. The first four months she devoted to organizing the work in sewing in the fifth and sixth grades. In the meantime, the mothers' clubs had not been inactive, but had faithfully performed

their part of the contract. The Franklin Mothers' Club had, by the time we were ready to begin the classes in cookery, furnished a complete kitchen outfit in all its appointments, at an expense of not less than $500.00; the Emerson, another, costing between $400.00 and $500.00; and the Lincoln, another, at a slightly less expense. In fact, each of the mothers' clubs received so many donations of utensils that, were these included at their real value, the cost of each equipment would be much greater than stated above. By the close of the first semester the domestic science teacher had not only organized and taught the classes in sewing in the fifth and sixth grades, but had made a beginning with eighth grade classes in cookery. The second semester, all eighth grade girls and most of the seven-A girls from all the schools in the city, and one class of girls from the High School, were given a lesson of one and one-half hours in cookery once a week. The Franklin School was the center for the classes from the Franklin, the Edwards and the High School; the Emerson, for the Emerson and the Jefferson classes; the Lincoln, for the Lincoln and the Irving classes.

Domestic Science has met with great favor, and while the course is not made compulsory, there have not been more than a half-dozen girls in all the schools that have wished to be excused from the study. These were cases where the health of the pupils made it unwise for them to walk to the schools where their classes were taught.

Printing Press.—At the Edwards School a fine printing press with the necessary equipment has been purchased by the school at an expense of about $400.00. It has now been in use a little more than two years, and I doubt if a more valuable form of Manual Training, for some of the boys, could be found. It has proved a great attraction, and, for some, the best spelling school they have ever known. One of our High School boys, who is an excellent printer, instructed the boys in the work of the office. Some proved apt pupils, so that they are now able to set type and manipulate the press in a very satisfactory manner.

The shops in the ward schools, the more extensive shop at the High School, the printing press, the domestic science, both sewing and cookery, and the industrial work of the primary grades, are but varied forms of the Manual Training that is



No. 6—The Boys Who Dug the Pit

gradually taking its place as an essential part of our school work.

READING, ENGLISH, ARITHMETIC, GEOGRAPHY, HISTORY AND CIVICS IN THE GRAMMAR GRADES.

Reading.—The tendency today is to give a greater range in the reading placed before children in the public schools. It is not sufficient that the quality be good, there must also be quantity. By means of an abundant supply of elementary reading this work can easily be provided for.

The teacher whose soul is not touched by the beauties of a piece of literature like "The Great Stone Face," so that it beams forth in her face and modulates her voice, cannot teach children to read this as they should read it. Nowhere is real teaching ability more felt than when, in reading such a piece of literature, the illumined face and the voice modulated by emotion, reveal to the children the beautiful thought so that it rests on them like a benediction. Volumes of notes and comments cannot do for the children in this respect what the teacher can do in simply reading over the selection with the class. Then, as through their interpreter, they catch a glimpse of the meaning, they read and the teacher reads, and as together they read the children see and feel what before they did not comprehend.

The English classics as arranged for grammar grades and high schools, are full of notes and comments intended to be helpful in the preparation for reading. The proper pronunciation of words, and the clear understanding of their meaning and of their relation to each other in the sentences are essentials to good reading, but do not constitute good reading. The young man who said at the teachers' institute that he had parsed every word of Thanatopsis, and had diagrammed and analyzed every sentence in it, yet never saw anything in the poem, had never, in the true sense, read it. I would as soon hope to know the good qualities of a horse by dissecting it piece by piece, being careful to give the anatomical name to each and every part, as to try to know and appreciate Thanatopsis by any method of parsing or diagramming. The other young man who said, after studying this poem with a teacher whose thoughts and feelings were deeply stirred by it,

"That is the greatest thing I ever read, and yet I have read it many a time and never before knew it was of any value," had never read it before; at other times he had called over the words; now, through the interpretation of the teacher, he reads it for the first time.

The notes and the dictionary have their place in the preparation of a reading lesson, but even where the best use is made of them they are means to an end and not an end in themselves. In almost all schools today, not more in Bloomington than in many other cities, the children would be greatly blessed if there could be less of the so-called study of literature and more real reading of literature.

Supplementary Reading.—During the past two years, more than two hundred sets of supplementary readers, twenty to twenty-five books in a set, have been purchased as a nucleus for a circulating library. The sets for the grammar grades, about one-half the entire number, are in charge of the secretary in the superintendent's office, and circulate through the schools just as books in a city library circulate in the homes in a city. In this way, each set of books may be read again and again during the course of the school year by different classes in the city schools. Some of these books are valuable for the facts they contain; others belong to the class that someone has called the literature of power. The books we have are only the beginning of what must one day be found in this library. With this increasing supply of supplementary reading, reading is becoming more and more an important factor in the work of our schools.

History and Civics.—By referring to the tabulated course of study, it will be seen that there is a continuous line of historical study during the full four years of the grammar grades; a part of this, however, is the result of correlating this subject with the supplementary reading. In five-B, where there is no regular text-book in history, each class can read at least one historical reader from the supplementary reading list; in five-A, Eggleston's First Book in History is the text-book; in six-B, the historical work is again found in the supplementary reading; in six-A, the first 225 pages of Gordy's American Heroes and Statesmen; in seven-B, Gordy's American Heroes and Statesmen is completed, and Montgomery's Leading Facts of

American History begun; in seven-A, Montgomery's Leading Facts of American History continued; in eight-B, Montgomery's Leading Facts in American History completed; in eight-A, Brown's Stories of our English Grandfathers takes the place of the regular reading, and Civics (Illinois and the Nation) the place of United States History. These two subjects pursued at the same time make possible a comparison of the governments of the two nations.

English.—The teaching of English in the elementary schools is undergoing great changes at the present time, and the whole tendency is to emphasize the thought side of the subject; or in other words, to cause the teacher to see to it that the pupil has some thought to put into *language-forms* before requiring him to give too much attention to the forms. This makes language not an end in itself, but a medium of expression, as it is everywhere except in much of the so-called teaching of English in the elementary schools.

Technical grammar is largely confined to the seventh and eighth grades, and is not studied, as was once the case, mainly to teach how to speak and write correct forms, but rather to develop the power of clear thinking.

The course of study in English for the grades has been planned from the view-point just explained.

Arithmetic.—Hall's Arithmetics, which were being gradually introduced four years ago, are now in use in all the grades, and are much more satisfactory than the books they have displaced.

Geography.—The Natural Geographies have taken the place of the Barnes, and much additional interest is aroused in the work by the use of geographical readers. The supplementary reading is so arranged as to give opportunity to read a number of the geographical books during the semesters when no regular text-book in geography is studied.

For a full statement of the work of the High School, and of the special departments, see the reports of the principal of the High School and of the heads of the special departments.

In conclusion, I wish to thank the Board of Education, both as a body and as individual members, for the uniform courtesy extended me and my associates in the school work during the past four years and for the inspirational force you have been to

me personally in all that I have tried to do. By your wise planning, close attention and deep interest in everything relating to the welfare of the schools, you have made possible whatever of merit has characterized the schools the past four years. To the supervisors, principals and teachers, I would express my appreciation of the loyal and efficient service they have rendered, and to all others who have contributed of their time and influence to help forward the interests of the schools of Bloomington.

Very respectfully yours,

J. K. STABLETON.

Report of Supervisor of Primary Grades.

Mr. J. K. Stableton, Superintendent of Schools:

DEAR SIR: A report of the work of the primary grades of our city schools for the past three years is herewith submitted.

When I entered upon the duties of Supervisor of Primary Instruction in September, 1902, I found the primary department of the schools well organized and doing efficient and progressive work in many lines. This was especially true of the spirit shown and the ideas held by the majority of the primary teachers on school management. With few exceptions the methods of discipline and instruction adhered to, create a wholesome atmosphere for work in the school. In our best primary schools the friendly relations existing between teachers and pupils rendered the necessity for discipline, in its strenuous sense, almost unnecessary, and demonstrate the well known fact that a teacher of sympathetic insight and force of character may allow her pupils that freedom of action and decision out of which alone reliable habits of self-control are formed. I believe that this better spirit and method in discipline which characterizes the work of our best teachers, as well as your own administration of our schools, has gradually gained ground during the past three years. However, one point to its sure advancement should become a universal practice among all primary teachers. I refer to the personal conference between teacher and parent when misunderstandings arise, or are liable to arise, from incidents connected with the school life. This is essentially necessary in the primary depart-

ment, where the pupils are too immature to give, even with the best intentions, a comprehensive report to the parent. If every teacher will actually avail herself of this simple and common sense means of school management during the coming year, the efficiency of this department will, as a whole, be greatly increased.

Another point of excellence was the work done in reading and literature. This was especially true of the initial steps given in reading by our first grade teachers. The equipment in supplementary reading at that time was relatively limited, but we have now, through the generosity of the Board, been enabled to greatly increase this supply. An additional supply will also be added the coming year, which will then give us a fair range in good literature, nature and history adaptable to the primary grades. The enthusiasm and spirit with which the teachers have prepared and presented the best of the material furnished them, has brought the instruction in this branch to the rank of strong work.

During the past three years many changes have been made in the subject matter and presentation of the language work, and an increasing interest in this work is manifest throughout the department. The technical side of the work, however, while evincing improvement, still leaves much to be overcome. To meet this need, many changes have been made in method. After discussions at teachers' meetings and experiments in our school rooms, the primary teachers have, I feel, come quite fully into sympathy with making the drill work on penmanship and spelling incidental to the work in written language. At the beginning of the present year, these subjects, as separate exercises, were dropped, and the needed time given to strengthening their proper and related use in written language. The practical advantage of teaching a child to swim in water, instead of the movements necessary when he gets into water, is apparent.

From its very character, nature study should pre-eminently afford a training in the scientific method of thinking and working, or in the habit of collecting facts first hand, forming an independent judgment from these data, and acting according to intelligent conviction. To provide a favorable means for such work, several changes have been made in our course in nature study. What may be called the natural history side has been empha-

sized. In order to think logically or to make true generalizations, the facts observed must be related, and be in direct sequence. To afford this, the life histories of a few plants and animals have been taken up in the most concrete and related manner possible in the school room. Prominent in this work, is the raising by each individual pupil from both seed and cutting of some of our more common ornamental and flowering plants, and the rearing from egg to adult of some of the lower forms of animal life. In April the eggs of a species of wood-frog, the toad and the common salamander are collected by a few of the pupils, teachers and supervisor and placed in aquaria in our primary school rooms. Also a species of water-snail is obtained in quantities during the egg laying season. In many rooms the complete metamorphosis of the frog and toad has been observed before the closing of the school in June. Eggs are laid by the snails in great quantities on the vegetable matter in the aquaria, and obtain some degree of development before the close of the school year. The interest thus aroused in these forms of life have led to many independent observations, experiments and discoveries on the part of the pupils outside of school.

Through personal observation the teachers are now prepared to take up the study of a bee colony with their pupils in the fall, according to the method suggested in your report.

By further careful selection, we hope to so closely adapt this course to our locality and needs, that our school rooms shall be centers to suggest and give direction to many outside interests and pleasures.

Nature study to be properly directed with children, requires more biological knowledge than can be expected at first from a corps of teachers as a whole, but the responsiveness which has been shown in the work, and the awakening of that feeling for life which is necessary in order to provide living environment in a school room for these lower forms, encourages me to believe that this work will be handled very efficiently this coming year.

The regular construction work in this department in 1902 was graded models in manila paper. A few of the teachers, realizing the benefits of industrial work and encouraged by the supervisor, had undertaken weaving with rags and yarn knitting, and some work with raffia. Through an appropriation of the

Board I have been enabled to broaden, strengthen and deepen this department by introducing throughout a graded course in industrial work. This method of instruction is especially needed in the primary school as it is in early childhood that graphic representation opens the way to comprehension and the instinct to make things is strongest. Through the handling of material and the making of articles a vital knowledge of many things, processes and experiences which the book work logically presupposes, but which often is lacking, is gained by all. Many things must be seen or executed to be understood, and especially so with the child whose range of experience has been narrow. The work introduced deals with the elements and processes of some of the most universal industries. As soon as the pupil mentally grasps the meaning of a process and can practically adapt a material to his use, educationally our point is gained, and although all work is given so as to lay a foundation for correct habit, no time has been spent with the sole object of developing mechanical skill. This work has included the processes of sewing with simple stitches, knitting, weaving, braiding, card board work, simple basketry, and cord work with such common materials as canvas, yarns, raffia, heavy manila paper, pulp board, binders board, basketry reed and macrame cord. The articles made were both individual and social pieces. The individual pieces are at present in use by the children in their homes, and many of the social pieces are still in use in the school rooms or on the play grounds. The work in literature was largely supplemented by illustrations adapted to the hand work, such as scenes from the life of Hiawatha and Robinson Crusoe, the home of "Three Bears" and others. Now that the initial steps have been taken in this work, we hope for the coming year that we shall be able to adapt it more closely to our needs, enrich it further by correlation with other studies and inspire the children to undertake work by themselves, which will further develop initiative, patience and persistence. In preparation for an extension of this course to include simple wood work in the fourth grade, we hope to place in each of three or four fourth grade rooms this coming year a small work table, fitted with knives and a few simple necessary tools for use in thin soft wood. At the teacher's discretion, one or two pupils may be detailed to work at the table at a time,

The expense of the work has not exceeded ten cents per capita annually, although material was furnished for at least four articles each. For the coming year I recommend that this expense be borne by a small individual tax on each pupil.

The success of this work is due to the faithful and progressive teachers who have responded so cheerfully to all the new work undertaken.

In closing I desire to thank you and all with whom I have been associated in our system of schools for hearty co-operation in furthering the interests of the primary department.

Faithfully yours,

MARY S. MACK.

Report of High School Principal.

Mr. J. K. Stableton, Superintendent of Schools:

DEAR SIR: Five years is not a long period in the development of education and educational institutions, but the last five years has been a time of unusual growth in the Bloomington High School. Each new-coming year has brought larger attendance to enjoy the liberal advantages made by the Board of Education for those who have completed the grammar schools until the High School building is taxed for room. The total enrollment for the banner year reached five hundred thirty-nine, about forty per cent of whom were boys. The High School examiners sent out by the universities congratulate us on the large percentage of young men in attendance, and I am led to believe, after examining reports from other high schools, that Bloomington is looking well to the future of her sons.

There were sixty-seven graduates in the class of 1904, the largest in the history of the school. The growth in numbers has not been without adequate cause. The course of study has been enlarged, giving wider choice of work and thus meeting the needs of more individuals.

Manual Training was begun three years ago with little more than the bare rooms and the teacher. From the very first pupils have been interested and under the direction of the teacher they have changed these two basement rooms from mere store houses

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for things not in use to a manufactory where useful articles are made. They began by building the work benches, apparatus which many schools buy, and for which they pay as much as has been expended for our entire equipment. The benches are six in number and constructed to accommodate four pupils at a time. Tools were bought at a reasonable price and none were bought for display. Our entire outfit by the end of the first year had cost us less than four hundred dollars. Work in Manual Training was offered to the girls as well as to the boys and they have proved as interested and as skillful. They use the saw, the hammer and the knife, and they are learning to operate the lathes recently installed. The lathes, six in number, came as gifts, the Woman's Club, the Amateur Musical Club, and the class of 1903, being the donors. The lathes are run at small cost by an electric motor. Each pupil furnishes his own lumber and becomes the owner of the articles he makes. This is an incentive to care in the use of lumber and to care in the articles manufactured. Some knowledge of Plane Geometry and of Mechanical Drawing is obtained in Manual Training and in the most practical manner. All are enthusiastic in the support of the Manual Training.

Shorthand and typewriting became part of the course three years ago. It was thought before the opening of that fall term that there might be as many as twenty-five pupils to take the work. One teacher who could do both shorthand and typewriting was employed, but at the end of the first week so many had asked for work there that another teacher was secured to have charge of the typewriting alone. The three Remingtons purchased at the first have been supplemented by thirteen others. The Touch system of typewriting and the Ben Pitman system of shorthand are in use. The course has proven practical. Some are obtaining a business education who could not get it if it were not a part of the public school course. Two years is necessary for a pupil to obtain speed in both the shorthand and the typewriting if the practice is limited to an hour per day.

It was argued at the first by those not in sympathy with this new course that the other courses would be neglected but that prediction has not come true. It brings to the High School some pupils who would discontinue school at the eighth grade by giving them what they desire and at little cost. All of the Com-

mercial Course pupils are required to take English Literature and Composition and some other studies to give greater breadth to their knowledge. Business men expect more than the ability to do shorthand and typewriting. They must have persons of wider knowledge. During the first year a full credit was given in Manual Training and in typewriting but that seemed unfair since these studies required little outside preparation. Three-fourths of a credit was given for the same work this year without diminishing the number taking this course, but one may make a whole credit by giving extra time to it. The typewriting machines are in use at noon and after school, while there are always pupils ready to enter the Manual Training rooms when they are open.

There are some boys and girls who cannot attend school the full day. Provision has been made for them to come and to pursue work for which they are fitted. A few pupils who for various reasons did not complete the eighth grade and who have since grown too mature both in body and in mind for the grades, have done excellently in first-year studies. They come to their recitations at a specified time and they leave again at a stated period. Such pupils have uniformly done good work, and at least one of that class has concluded to finish the course. The wisdom of making the provision is apparent.

Progress has been made in the discipline of the school. The wise and determined stand taken by the Board and the superintendent to prevent rowdyism in the form of color-rushes has been heartily approved by patrons, citizens and the pupils themselves. Class-antagonism has given way to fellow-feeling. There has been no lack of class spirit, but there has been no serious clash during the past two years. The old custom, dangerous alike to pupil and to school-property, has been supplanted by better forms of class rivalry. The two upper classes, the Seniors and the Juniors, each gave a banquet to the other in the spring of 1903 and 1904 and again this last spring. The Board and the Faculty were guests at these class functions where hospitality, eloquence and right school spirit were characteristic.

The State High School Athletic Association has lent its aid to clean athletics in high schools. We have profited by holding a membership in it, because its requirements stimulate to better

scholarship and they create feeling for fairness. We cannot boast the championship for winning games, though we have won our share, but there is a healthy spirit that means strength gained in manliness. Mistakes have been made in affairs athletic both by the management and by the team, but each mistake has been handled so as to make right growth.

The *Aegis*, our monthly High School paper, chronicles the events in high school life and encourages original writing. The editorial staff and the business management are in the hands of the pupils, but there are two members of the faculty to whom the management may go for advice as to the make-up or business matters pertaining to the paper. Credit for work in English is allowed the Editor-in-Chief and the Business Manager. The *Aegis* has been ably edited; it has paid its way. The merchants of the city have been generous in advertising, the pupils have been liberal supporters on the subscription list. The *Aegis* should go to every home in which there are High School pupils.

The training formerly given in our literary societies in essay and debate has been done for the last two years in the classes in English Composition and Literature, History and Civil Government. In the literary society it was impossible to give equal chance to all. In the class room the embarrassment to the timid is at the minimum and criticism and suggestion can be made more helpful. Then, too, there has been more general interest in the subjects discussed since each member of the class has a fund of knowledge on the subjects under consideration. Our school won the oration and the declamation in the county contest this year.

For some years a goodly number of our graduates have been admitted without examination to the leading colleges and universities. The High School now has the right of certification to the University of Illinois, the University of Chicago, Rockford College, University of Michigan, Cornell, Smith, Wellesley and numerous other high grade schools. In fact our graduates can be admitted to almost any school receiving pupils on certificate. In order to secure the entrance of pupils it is almost necessary for each pupil wishing to attend college to determine early in his High School course what college he will enter,—since our courses are so largely elective. If patrons will take the pains to have a conference with the principal regarding the course to be pursued

by the pupil much annoyance will be saved the pupil when he wishes to enter the higher school.

It seems needless to give in detail the courses of study as they stand today. The outline only of the courses is here presented. They are worked out in detail to be given out when desired.

Owing to the fact that our High School faculty has been made up of efficient, progressive teachers, other schools paying higher salaries have made frequent changes in the faculty. The Board and the superintendent have selected new teachers with such care that the faculty has increased in efficiency until today it is stronger than ever before. The aim of the Board and superintendent has been to secure the very best obtainable for the money at their disposal. Fituess to do the work has determined the choices.

I want to express my hearty appreciation of the services of our Board of Education. They are giviug time and thought, more than the general public can know, to advance the growth of our schools. They deserve the esteem of all fair-minded citizens. I do not believe there is another city in the State where the Board is working so disinterestedly to upbuild the schools.

I wish to express to you, the Superinteudeut of our City Schools, my keen appreciation for the interest you have shown in bringing the High School up to its present coudition. Your wise counsel and your determined position for the best have been strength when and where it was most needed.

Respectfully,

E. L. Boyer.

Report of Music Supervisor.

Mr. J. K. Stableton, Superintendent of Schools:

Dear Sir: Music has now been systematically taught in the schools of Bloomington for six years and is an established study. Every year has shown marked improvement and added interest on the part of the pupils.

The object in all this work has been to help all the pupils to take part *tunefully* in a musical performance. Great care is con-

stantly taken to secure good tone quality and an accurate sense of tune and of rythm.

An effort is made to develop in the children a taste and a love for good music by putting the best of music in their hands.

The aim throughout the work is to teach as many of the principles and as much of the practice of sight singing as is possible under the conditions.

I wish to express my sincere thanks to the teachers for their hearty co-operation in this work during the past three years and also to yourself and the Board of Education for the kindly aid and encouragement given.

Respectfully submitted,
IRENE BASSETT,
Supervisor of Music.

Report of Supervisor of Drawing.

Mr. J. K. Stableton, Superintendent of Schools:

DEAR SIR: I submit to you a report of the drawing work in the Bloomington Public Schools:

Every two weeks the teachers have been given an outline for work and directed in the way it should be presented to the pupils. The work has been planned according to the ability of the pupils in each grade. The teachers have worked in harmony with the Supervisor and have imparted great enthusiasm to the pupils in regard to the work. A great improvement has been apparent the past year in all of the different mediums used. More advanced work has been taken up and the work has grown in interest among both teachers and pupils.

Respectfully yours,
ELLA HEATH.

Report of Supervisor of Domestic Science.

Mr. J. K. Stableton, Superintendent of Schools:

DEAR SIR: I have the honor to submit herewith my first annual report for the department of domestic science:

All the girls from the sixth to the eighth grades, inclusive, have received instruction in domestic science during the past year. In the sixth grade the girls have had sewing. In the seventh and eighth grades the time has been devoted to cookery.

The work for the sixth grade has been carried on in the separate buildings, these classes being organized in September, 1904. The seventh and eighth grades, however, are collected in the domestic science centers, of which there are three, each of which was opened in January, 1905.

An effort will be made the coming year to give greater vitality to the hand work in the grammar grades by introducing the elements of design and correlating with the free hand drawing.

In conclusion, I wish to express my hearty appreciation of your kindly help in my work, and the ever ready co-operation of the teachers.

Respectfully yours,

ELIZABETH SLAGHT.

COURSE OF STUDY.

Reading

Primary Grades

In order that a teacher train a child to correct habits in reading, the final aim of this work,—the ability to quickly and fully grasp the author's thought,—should be constantly in the teacher's mind so that the correct relation and balance may be sustained between development and drill work.

That the pupil may be placed in a correct attitude toward the work, it is necessary—first, that he be impressed with the fact that written forms are a record of interesting things that have been done or said, and second, that it is to his interest to learn to read so that he may find out these things.

The best methods in teaching reading therefore, are not merely those which make the child ready in associating the written with the spoken word or mere word calling, but in inseparably associating the written form with the thing it represents. This must be accomplished by a method which associates the written forms as closely and naturally with the thoughts they represent as is true when the child is acquiring an oral vocabulary.

The Thought or Idea Method, when handled with a correct understanding of this underlying principle is a suggestive aid to the teacher. Here the development work consists of associating a sentence, whether of one or more words, directly with the thought it represents. It is almost universally held in practice that this association must be made by way of the spoken word. It is true that this association with the spoken word must naturally and inevitably follow, but the habit of instantly and directly interpreting the thought solely through the written symbols and without the interpolation of speech, necessarily, is fundamental if a proper pace

and grasp is ever gained in reading. Adherence to this principle would do away with part of the oral reading now done in both beginning and later work, and be replaced by silent reading, followed by free expression of the thought gained. In practice, this proves more of a stimulus to good oral reading than the former continuous but often unvitalized oral work. The ready calling of words, which we contend is not reading in a true sense, can be more easily accomplished by a purely phonic method, but mechanical reading, where the mental picture is faint, characterless and quickly fades, is the logical result. Phonic work, when subordinated to a method which works according to the development of a child's mind, and required to follow, but not to advance on the development work, may be made a valuable drill in enunciation, pronunciation, and quick recognition of words.

NOTE—The lists of supplementary reading given below are subject to substitutions and additions at any time.

GRADE ONE

Special Method

In order that the child be led from the known to the unknown we must associate his most familiar thoughts with the new or written forms. Childhood is full of action and hence the action sentences are most readily utilized. Begin with associating the thought images of daily acts and home life, with the written forms. With these as a nucleus, broaden the written vocabulary, influenced by the readers to be used, by means of games, pictures, stories, observations and conversations.

In all cases the thought image must be clearly in mind before the written form is given. The games must be played, the pictures discussed, the stories acted and re-told, the observations such as arouse interest. From the children's free expression of these thoughts, the teacher will select the sentences to be introduced and associated. When the book is taken, one or more preparatory lessons on the board should precede each story. This time, well spent in creating clear images, will make the associations with written forms more definite and lasting.

Show the printed form as well as the script from the first, or, at latest, after a few script sentences have been recognized.

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Drills should be used which daily repeat in new combinations, the sentences, phrases and words introduced. These should also be stenciled on strips of manila paper and used in rapid visualization exercises. Phonic work may be used in exercises distinct from the reading as given in the outline on phonics.

Amount of Work to be Accomplished

CLASS B

During the first semester, the first 30 pages of Cyr, Book I, and of as many supplementary readers as the development of the class warrants.

CLASS A

Finish Cyr, Book I, and, if practicable, four supplementary readers.

SUPPLEMENTARY READERS

Thought Reader	Child Life
Stepping Stones	Sunbonnet Babies
Holton Primer	Our First School Book

GRADE TWO

Special Method

The teacher should prepare the pupils to readily grasp both the subject matter and technique of each new lesson before it is presented as reading. This may be done in the following manner:

Give the essential points covered in the lesson in the form of a story told to the children, by discussion of pictures, conversation, etc.

Place upon the board the reproduction of the story best adapted for a preparatory reading exercise. Drill upon these sentences before reading the lesson from the book.

When the new lesson is taken up, endeavor to have the reading quick enough to hold the attention of the pupil to the thought. Do not hesitate to tell the child the elements which he does not readily make out. All sentence drills to impress new words should precede or follow the reading lesson, but not be included in it.

The supplementary reading may accompany the work in Cyr and should be used at the time of its bearing on the particular interests and work of the school.

Amount of Work to be Accomplished

CLASS B

The first half of Cyr, Book II, will be read this semester, and supplementary reading in at least three of the readers furnished.

SUPPLEMENTARY READERS

Pets and Companions	Animal Life
Reynard the Fox	Cyr's Advanced First Reader
Plant Life	Child Literature
Hiawatha Primer	

CLASS A

Finish Cyr, Book II. Supplementary Reading in at least three of the following books:

Taylor's Reader, No. 2	Child Life, No. 2
Stepping Stones, No. 2	Cyr's Dramatic Reader

GRADE THREE

Special Method

Prepare for the reading lesson by elaborating the essential points both in subject matter and technique.

At the close of the reading lesson, the interest is still on the subject treated. Drills of a few minutes should be given at this time on those new words introduced in the lesson which it is desirable to fix in the child's reading and written vocabulary. This can be done by having the words placed on the board by members of the class. At the same time, often have pupils write sentences from the lesson upon the board and have the corrections made before the class.

When phonic work is employed in these drills, do not in any way connect it with the spelling of the word.

Have the reading of the lesson quick enough to hold the attention to the thought. To accomplish this, tell the child any elements which he does not readily make out.

All word drills should precede or follow the reading lesson, but not be included in it.

The teacher may often read the lesson to the children to present the correct thought.

Train the child to gather the thought of an entire paragraph or lesson through silent reading.

Amount of Work to be Accomplished

CLASS B

The first half of Cyr, Book III, will be the required reading, together with reading from at least three of the supplementary books.

SUPPLEMENTARY READERS

Cats and Dogs	Stepping Stones, No. 3
Jones' Readers, No. 3	Classic Stories
Seaside and Wayside, No. 1	Sophie

CLASS A

The last half of Cyr, Book III, together with work from at least three supplementary readers:

~~Asops Fables (Stickney)~~	Child Life, No. 3
Plant Baby and Friends	Robinson Crusoe
Stories of Indian Children	Crib and Fly

~~Craven's Life of Lincoln (first half)~~
Japanese Fairy Tales.

GRADE FOUR

Special Method

Prepare for the reading by bringing the essential points introduced in the lesson within the comprehension of the class, either by stories, pictures or explanations.

Pay especial attention to clear enunciation and proper use of the voice. Silent reading and free expression of the thought gained should be made a feature of this work. Give special exercises for impressing the new words, discriminating closely in regard to their accurate use.

Amount of Work to be Accomplished

CLASS B

The first half of both Cyr, Book IV, and Stories of Colonial Children. Supplementary reading from the following:

Seven Little Sisters	~~Shy Neighbors~~
Friends and Helpers	Story of a Donkey

~~King Arthur and His Court~~
Life of Lincoln (Craven) - first half.
Aesop's Fables.

CLASS A

Last half of both Cyr, Book IV, and Stories of Colonial Children, with selected work from the following supplementary readers:

Child Stories from the Masters	Stories of Indian Chieftains
Fables and Folk Stories	Seaside and Wayside, No. 2
King of the Golden River	Each and All
Craven's Life of Lincoln (second half)	

The King and His Wonderful Castle will be used as supplementary reading this semester. This treatment will be simply literary in its bearing.

Phonics

(Used for language drill in all the primary grades.)

The teaching of phonics in the primary grades should have for its object the correction of improper uses of the voice, clear enunciation, correct pronunciation, ear-training, and an aid to the quick recognition of the regularly formed words familiar to the child in speech.

The success of this work depends upon the accuracy with which the sounds are taught and the skill acquired in blending them without unnecessary breath.

Phonic work should be included in word-drills and at a separate time from reading or any other subject.

Method

1. Train the ear to distinguish sounds.
2. Train the voice to enunciate sounds.
3. Associate the sound and character.
4. Train the pupil to place the vocal organs in correct position and think the sound from the character.
5. Have the pupil recognize the word when sounded by the teacher.
6. Have the child sound the character and speak the word.
7. Have the pupil think the sounds and pronounce the word.

8. Drill upon lists of words containing the same compound phonogram and also upon words in sentences.

In blending do not separate t, d, p, b or h, from the following sound or r from the preceding sound. Diacritical marking will only be used in the initial steps.

Training of the voice and the breaking up of habits of slovenly and careless speech can be accomplished by frequent drills as suggested above and by the careful pronouncing of classes of words most frequently slurred; as, wrists, twists; grass, glass; law, saw; sixth, depths; etc.

No phonic work is required the first semester, but if the teacher wishes she may begin the work as suggested for the second semester.

GRADE ONE

CLASS A

Teach the consonants b, s, d, f, g, h, j, k, l, m, n, p, r, s, t, w, v, sh, ch, and the long and short sounds of the vowels. Teach the compound phonograms used at the beginning and the end of words formed from these sounds; as en, at, ang, ing, and, bl, str, etc.

The sounds may be taught in any order the teacher desires.

After a few consonants and one or more vowels are known, begin the blending of these in compound phonograms and words. As the other sounds are introduced they will be incorporated in the work, one by one.

GRADE TWO

CLASS B

Long and short Italian a, long and short broad a and oo, soft c and g, hard s, and the phonograms oy and oi, ow and ou, and wh. All phonograms possible, from combinations of sounds learned. Drills on the regular words formed with these phonograms.

CLASS A

All additional sounds needed in making out regularly formed words should be taught as compound phonograms; as ight, er, ir, etc. Use all sight words which form a part of other words, as our, oil, old, you, as phonograms.

GRADE THREE

Thoroughly review all previous work and make use of training given. Exercises for correct use of lips, projection and clearness of tone.

GRADE FOUR

Complete mastery of elementary sounds, singly and in combination. Use of dictionary.

Grammar Grades

FIVE B

Cyr, Book V; or Tanglewood Tales, Riverside Literature Series, Nos. 22 and 23.

*Suggested supplementary reading: Story of Lincoln (Craven), Daniel Webster, Pioneer History Stories, Histories (Pratt) Vol. I, History Stories (Pratt) Vol. II, Lolami, Snow Image, Three Fairy Stories, King of the Golden River, Wings and Stings, Friends and Helpers, Black Beauty.

FIVE A

Hawthorne's True Tales from New England History, Riverside Literature Series, Nos. 7, 8 and 9.

*Suggested supplementary reading: A Little Journey to China and Japan, A Little Journey to England and Wales, A Little Journey to Ireland, A Journey Through London and Liverpool, Our American Neighbors, The Bee Hunt, a leaflet; How the Leaves Come Down, a leaflet; The Peasant and the Prince, Bimbi Stories.

SIX B

Riverside Literature Series Nos. 13 and 14.

*Suggested supplementary reading: Heroes of the Middle West, Revolutionary Heroes, Four American Patriots, Four American Pioneers, Four Great Americans, Captain Merriweather Lewis and Clark, The Discovery of the Old Northwest, Water Babies, Great Stone Face.

SIX A

Riverside Literature Series, Nos. 17 and 18.

*Suggested supplementary reading: Manufactures, Products of the Soil, Fridtjof Nansen, Minerals, Modern Europe, Ways of Wood Folk, Gulliver's Travels (Parts I and II), Enoch Arden, the Rime of the Ancient Mariner, The Goldbug, Carpenter's Europe.

SEVEN B

Riverside Literature Series, Nos. 1, 4 and 30.

*Suggested supplementary reading: Stories from English History, The Conquest of the Old Northwest, A Man Without a Country, Starland, Legend of Sleepy Hollow, The Story of the Other Wise Man.

SEVEN A

Riverside Literature Series Nos. 1, 4 and 30.

*Suggested supplementary reading: Guerber's The Story of the Greeks, The Story of Our Continent, Carpenter's Europe, Carpenter's Asia, Secrets of the Woods, Our Country East, Our Country West, The Great Stone Face, Peter the Great.

EIGHT B

The Story of the Romans (Guerber).

*Suggested supplementary reading: The Peasant and the Prince, Merchant of Venice, War of Independence, The Thirteen Original Colonies, Carpenter's Australia, Wagner's Opera Stories, Modern Europe, Enoch Arden.

EIGHT A

The Story of Our English Grandfathers.

*Suggested supplementary reading: Stories from Old France, Julius Cæsar, Discovery of America, Evangeline.

*Teachers are not confined in their choice of supplementary reading to the suggested sets, but are free to use any books in the library suited to their grades.—See semester outlines for method.

English

Primary Grades

The aim in this work is to lay a foundation for good taste in literature, to train to habits of correct expression, to give opportunity for the development of individual style and to awaken a love for the best reading.

In both oral and written work the training should lead to free expression of individual thought, to continuity in arrangement, to a constant enrichening of the vocabulary and to the habitual use of good forms.

The mastery of writing, spelling, punctuation, paragraphing, etc., must be a daily growth. As correct oral speech is gained through the ear by listening and talking, so both spelling and writing are learned, normally, through the eye, by observing, reading, and then imitating through writing.

The price of success in acquiring correct written work is vigilance in quickly removing the incorrect and replacing it with the correct form. The eye in this work is constantly photographing, and the mind retains the impression that is most frequently presented, whether right or wrong.

METHOD IN ORAL WORK.

The art of good story telling and good reading is a necessary attainment of a good primary teacher. Unless the stories are so presented as to arouse vivid mental pictures, the work fails. To secure this, stories should oftener be told and poems recited than

Grand Pacific Tomato

This tomato can be planted in almost any sunny spot and can be made to produce a fine crop of fruit. However, a rich soil spaded six or eight inches deep will give best results. It is a great climber and should be given a trellis over which to climb, or be planted near a fence or house to which it may be fastened up.

No. 9

As the blossoms appear the ends of the branches beyond the blossoms should be pinched off in order to throw the strength into the small tomatoes that are forming. This will produce tomatoes of great size. It is well to prune the plant pretty closely by cutting off many of the branches.

Each pupil is to weigh the tomatoes gathered during the summer and to keep a record of the same to report the day of our annual flower exhibit. We hope also to have a large exhibit of tomatoes at that time.

The picture, which is a photograph of vines that grew last summer, gives an idea of what may be done.

read. Many selections are so clear in thought and so beautiful in form that they should be presented without previous explanation, and the child should express freely the thoughts aroused in his mind. Later pictures, questions, discussions, etc., should be employed to relate and define the thoughts more clearly. Every beautiful selection presented should be repeatedly read by the teacher and reproduced in some form by the pupil until it becomes fixed as an ideal of good thought and expression.

Before any poem is memorized the subject matter should be thoroughly understood and related. In the third and fourth grades the ability to read should be utilized in this work and the pupils guided in tracing out and relating the thought independently. Vigilance must be maintained throughout in correcting the prevailing errors of speech by constantly presenting the correspondingly correct forms.

The work designated in the text-book refers to the new points to be impressed and not to the required use of certain lessons. It is preferable that these should be taught through correct usage in the language work associated with nature study, geography, history and literature. If at any time the teacher finds that analytical work is necessary in her class, the work given under this head in the text-book may be used.

METHOD IN WRITTEN WORK.

Technical points in written work are regularly introduced through dictation exercises. Sentences embodying the new elements are written by the teacher, the new features are discussed and explained, if necessary. The sentences, after rapid but careful observation, are removed and the pupils write from dictation. If necessary, the sentences are shown again. Later, the pupils use the new elements in original work. These lessons, well prepared and carefully presented, give the child practice in spelling and using words in their proper relation and conventional setting.

Spelling, as a separate exercise, will not appear on the program, but will be a part of the work in written language.

GRADE ONE

Literature to be Used

Choose from the following list at least four stories for each semester in the order the teacher finds most profitable. This will leave ample time for the introduction of such other poems and real or mythical stories, as appeal to the individual teacher as best adapted to her pupils:

Old Woman and Pig
Three Bears
The Anxious Leaf
The Little Match Girl
Cinderella
Four Musicians
Mother Goose Melodies
Explanation of Thanksgiving Day (selected)
Lion and Mouse
Discontented Pine Tree
The Fir Tree
Christmas Day (selected)
The New Year Story (selected)
Ugly Duckling

(Select from the collection of Mother Goose melodies at least six each semester.)

Select two simple poems of Eugene Field's and memorize. Select stories from life of Esquimau and Indian. Stories from lives of Washington and Lincoln, at appropriate dates.

CLASS B

Spelling and Writing

All written language will be given this semester through visualization exercises from the blackboard. Let the object in these exercises be to develop power to visualize and reproduce short written forms and to acquire correct movement in writing. Each child will write his own name.

CLASS A

Spelling and Writing

Short sentences visualized and reproduced in large hand on the board, and on paper with large soft lead pencil. The names of the letters are to be taught at the beginning of the semester. After the new words introduced in written language can be correctly written, oral spelling may be used to strengthen the word images.

NOTE—At first the child recognizes written sentences as wholes. With more experience in reading, he begins to notice

that the same phrases and words are used in different sentences. When the pupil shows this tendency to pick out the elements, he is ready to image the written word and reproduce it in writing. Short sentences should now be visualized and written. The teacher should be able to write rapidly before her pupils in a large, clear and uniform hand. Quick reproduction on the pupil's part will lead to a correct motor as well as visual memory.

GRADE TWO

Literature to be Used

CLASS B

The central place of literature for this grade will be Robinson Crusoe. This mode of primitive life will be contrasted, compared and brought into relation with our own. Construct a model of Crusoe's cave, tent, stockade, furniture, baskets, raft, etc. (See construction work.)

Selected poems from Cary Sisters, especially those of home life in contrast to the primitive mode of living given in Robinson Crusoe.

The Children's Hour.—*Longfellow.*

Thanksgiving and Christmas stories and poems.

Written Work

Sentences written:

1. Visualized and written
2. Written from memory
3. Written from dictation
4. Original

(Use blackboard freely.)

Spelling

All written spelling will be dictated in sentences. A few comparatively new words will be introduced daily. Employ visualization exercises in preparing this work.

CLASS A

The central piece of literature for this grade will be Hiawatha. The individual work of each teacher will vary according to the portions of the story which appeal to her in the strongest way, and which, for this reason, she can best present to her pupils.

The presentation of a kingly character should be the teacher's aim from the beginning. In the study of this poem the teacher should have clearly in mind the steps to be followed in the presentation and reproduction.

1. Teachers will read the poem to the children endeavoring to interpret through their voice the original atmosphere of the poem,—the true environment of the forests, wild animals, and all the mysteries explained by Indian traditions.

2. After conversation with the children upon the matter read, re-read from day to day beautiful portions of the original.

3. Certain beautiful passages written upon the board, and when thoroughly understood, committed.

4. Children reproduce orally. Brief and simple summaries of the children's reproduction used as a lesson in written language.

5. Before leaving any chapter which received careful treatment, have each child prepare, in his own words, a written lesson to be added to the more general work, and place this also in the composition book.

Reading from Indian Boyhood. (See geography outline.)

Selected poems from Cary Sisters.

The Village Blacksmith.—*Longfellow.*

Stories and poems for Thanksgiving and Christmas seasons.

Written Work

Independent writing of short narratives, or descriptions in form of one paragraph. A great deal of blackboard work.

Spelling

From six to ten words comparatively new, introduced daily, and dictated in sentences in form of one paragraph.

GRADE THREE

CLASS B

Literature to be Used

The long story for this class will be Johnny Bear or Raggylug—*Seton Thompson.* (Teacher may select.)

~~Barefoot Boy—*Whittier.*~~ (As it appears in the reader.)

Further acquaintance with Field.

Red Riding Hood - Whittier - Cyc III. p. 67.
The Village Blacksmith - Longfellow
The Night Wind - Field
The Land of Story Books - Stevenson.

Historical sketches at appropriate dates: Thanksgiving, Christmas, birthdays of Washington and Lincoln.

Readings from Indian Boyhood. (See geography outline.)

Text-book—(In hands of teacher only.)

Lessons treating punctuation, capitalization, initials.

Written Work and Spelling—(See Class A.)

CLASS A

Literature to be Used

Rip VanWinkle—*Washington Irving.*

~~The First Snowfall—~~*Lowell.*

~~The Mountain and the Squirrel—~~*Emerson.*

~~Life of Lincoln in Kansas, Indiana, Illinois.—~~(Craven's Life of Lincoln used as supplementary reading.)

Historical sketches at appropriate dates.

Readings from Indian Boyhood, continued. (See geography outline.)

Text-book—(In hands of teacher only.)

Review and drill on punctuation, capitalization and initials.

Take up formation of plurals and possessives.

Written Work

Written work to accompany history, home geography, and nature study in the form of description and reproduction. Individual writing. Pay especial attention to thought and paragraphing.

Spelling

From ten to twenty words in spelling daily, of which at least five are comparatively new. As an aid, note especially word drills suggested under reading.

The Corn Song - Whittier - first 7 vers
The Sun's Travels - Stevenson
Shuffleshone Zig Amber Locks - Field
The Humming Top - Field - verse

GRADE FOUR

CLASS B

Literature to be Used

King Arthur and His Court—*Greene.*
Stories of Columbus and LaSalle.
Landing of the Pilgrims—*Hemans.*
The Old Clock on the Stairs—*Longfellow.*
Jewish History:
Story of Moses' Childhood.
Story of Joseph.
(Refer to Baldwin's Stories of the East.)

Text-book—(In hands of teacher only.)

Work on synonyms, formation of plurals, formation of regular plural possessives, divided quotations, letters of friendship.

Written Work and Spelling—(See Class A.)

CLASS A

Literature to be Used

King of the Golden River—*Ruskin.*
Pioneer History Stories of the Mississippi Valley: Joliet, DeSoto, Clark and Lewis.
In School Days—*Whittier.*
The Rivulet—*Bryant.*
Jewish History:
Story of David.
Story of Daniel.

Text-book—(In hands of teacher only.)

Synonyms, formation of singular and plural possessive; take business forms in letter-writing; use of doesn't, don't, did, done, sit, set, lies, lay. Compositions from simple topical outlines.

Written Work

This should improve constantly along the following lines: Continuity of thought, paragraphing, grammatical construction, ease in expression, broader grasp of subject.

Spelling

Sentences containing the vocabulary of this grade dictated four times a week.

Grammar Grades

FIVE B

Southworth's New Lessons in Language, pages 130-142.

Lessons based on the text-book two days each week; suggested literature studies in leaflet form, and other work three days each week. The literature selections and other work will be indicated in outlines given the teacher at the opening of each semester. In part, at least, these selections will be correlated with nature study, and give a basis for language work, both oral and written. Geography and history will also be called upon to contribute material. Letter writing will receive attention as indicated in the semester outlines.

FIVE A

Southworth's New Lessons in Language, pages 143-155.

Lessons based on the text-book two days each week; the work for the three remaining days will be the same as is explained under five B.

SIX B

Southworth's New Lessons in Language, pages 156-176.

Lessons based on text-book two days in the week; the three remaining days to be filled with work as indicated in five B.

SIX A

Southworth's New Lessons in Language, pages 177-198.

Lessons based on text-book two days each week; the three remaining days to be filled with work as indicated in five B.

SEVEN B

*Metcalf's English Grammar, pages 13-50.

Lessons from text-books three days each week; suggested literature and composition work, two days each week. The work for the two days to be indicated in outlines at the beginning of each semester, somewhat as in the fifth and sixth grades.

SEVEN A

* Metcalf's English Grammar, pages 51-90.

Lessons from text-book three days each week, the remaining two days to be provided for as in seven B.

EIGHT B

* Metcalf's Grammar, pages 91-176.

Letter writing and other forms of composition.

EIGHT A

* Metcalf's Grammar, pages 177-270.

Letter writing and other forms of composition.

*Parts to be omitted will be indicated in semester outlines.

Spelling

Spelling must be correlated with all other work of these grades. Lists of words commonly misspelled, of new words and of review words from the work of the previous grades, will furnish material for daily drills. In the seventh and the eighth grades, Reed's Word Lessons will be used for additional work.

Geography and History

Primary Grades

The subjects of geography and history are so closely interwoven in a comprehensive knowledge of our environment that the instruction in each should, throughout the primary grades, be considered as complementing the other.

In the teaching of geography, our object is to give definite knowledge of the location and physical characteristics of the

Outside View of the Pit at Lincoln School, September, 1905

important places on the earth's surface, how and why these have contributed to make a favorable environment for man, and how man has further improved this environment by commerce, etc.

History brings this work closer to human interests by connecting with localities notable civilizations, accomplishments and lives, which in no small measure are a product of geographical influences.

The modifying action and reaction of physical environment and historical events on each other, provide for the teacher a natural ground of correlation for these subjects.

METHOD

In the first and second school years, the primary teacher, by story telling or by reading, by nature study and by field excursions, should give the child a mass of the necessary knowledge on which the historical and geographical imagination can be awakened and fed. The initial steps in this instruction can make no pretense of thoroughness. It is more an awakening of interest in these fields than any set amount of material to be presented. At first the legend, the hero tales and the classic myths, without any setting of time and place, feed the imagination. Later, stories of real life are demanded, but the place and time may still remain indistinct. By the third year in school these biographical stories assume the definiteness which requires their location and the formal relation with geography is made and should grow more and more definite from this time. Much of the historical work given from the fourth grade on is hazy and indefinite, because unanchored by these proper geographical connections.

The proper use of globes in the formal geographical work should be prominent and constant. In the multiplicity of books and maps the child loses sight of the earth as a whole—as a sphere moving in space with other spheres. To maintain the proper idea of relative values in this study, the work should at each recitation be connected back to the whole.

Map modeling, if held to the essential features of relief alone, and carried on in some easily manipulated material, as sand, can be made quick and effective means of training to accurate imaging.

Chalk modeling, confined to general features, map cutting and drawing, should be used to anchor any new impressions

which can be fixed through the eye. The time, to be valuably used, must be placed upon essentials. Elaborate work in detail or finish is to be discouraged.

The use of pictures, where wise selections are made, both in the text-book and from outside sources, is invaluable. The wise teacher will take care not to confuse the pupil by too great or unrelated assortment. A few pictures, clear in outline and vital in subject, will command proper attention and impress the points desired.

The teacher must frequently test the pupil's ability to image, as a whole, the various materials given through globe, map, drawing, pictures and readings. Unless these are being brought into proper relation in the pupil's mind and the child sees, as his attention is called to the map, some mental picture of the forest, field, river and city referred to, the knowledge gained lacks any vital force.

GRADE ONE

Amount of Work to be Accomplished

CLASSES A AND B

All work given under nature study, biography and national holidays are contributions to this work.

National Holidays:

Thanksgiving Day—Story of the Pilgrims.
Christmas—See Hofner's Christ Child Tales.
Washington's Birthday—Story of Washington.
Memorial Day—Story of Lincoln.

Appropriate poems and songs taught before the day occurs, and used repeatedly later.

GRADE TWO

Amount of Work to be Accomplished

CLASS B

Weather record kept on the warmest and coldest month of the semester, as suggested in nature study.

The Story of Robinson Crusoe.

National Holidays:

Instruction given before the day occurs, accompanied by appropriate poems and songs:

Thanksgiving Day—The Mayflower, Plymouth Rock, Miles Standish, The First Winter, The First Thanksgiving Day, Mary Allerton.

Christmas—The First Christmas, Legend of St. Anthony, The Fir Tree, and other stories selected by the teacher.

Washington's Birthday—Study picture, boyhood, home, in war, as president.

Memorial Day—Abraham Lincoln; picture, boyhood, youth, as president.

The first half of Little People of other Lands may be read to the children for opening exercises or for language work. These stories may be illustrated in clay, at the sand tables, by cuttings and drawings on blackboard.

CLASS A

Weather record kept on the warmest and coldest month of the semester, as suggested in nature study. These records should be copied and preserved by the children so that comparisons in temperature, etc., can be made.

The poem of Hiawatha: This affords abundant opportunity for explanations and representations of primitive life.

Second half of Little People of Other Lands may be read for opening exercises or for language work.

Read from Indian Boyhood:—*Eastman*

An Indian Sugar Camp, page 29.
A Midsummer Feast, page 37.
Games and Sports, page 63.
The Boy Hunter, page 98.

GRADE THREE

Amount of Work to be Accomplished

CLASS B

Payne's Geographical Nature Studies to page 84.
Tarr & McMurry's Home Geography for reference.
Dodge's Home Geography for reference.

Monthly weather record kept. Each child copy and preserve the record at end of month. Inferences drawn according to suggestions in detailed outline.

Observations on the sun made one day each week; where seen at sunrise; at sunset; relative length of shadow at noon. For measuring shadow, select a post in the yard and lead the children to see the gradual lengthening until December 21, then the gradual shortening; corresponding position of sun.

Read from Seven Little Sisters at opening exercises or during the language or geography period. The choice of chapters should be so made for both September and February classes as to bring the story of Louise at Christmas time and Agoonack in the coldest weather.

Jewish History:

Story of Joseph.

Story of Moses' Childhood.

CLASS A

Payne's Geography Nature Studies, page 84 to end.

Tarr & McMurry's Home Geography for reference.

Dodge's Home Geography for reference.

The weather record and observation work on the sun and wind will continue.

Show the use of a compass and establish in the yard or somewhere in the school room an east and west line. Continue the observation on the high and low position of the sun in the sky. Children should be led to observe during the third grade year that the sun returns to the same position in the sky in 365 days.

Encourage the observation of the stars. Locate the two Dippers and the North star. Have the children observe the position of the Big Dipper at different hours in the evening. Familiar legends may be told in this connection.

Read Each and All at opening exercises, or during language or geography periods.

Read selected stories from Indian Boyhood, pages 98-177.

Study of Bloomington, geography and history. Preparatory for this, have children make maps of the school room, school house, school yard, square and district. The district is to be connected with a map of the city.

Biographies:

The teacher will select at least five biographies from the following:

(Reading, language or geography periods may be used for this.)

Stories of Great Americans for Little Americans—*Eggleston.*

Girls who Became Famous—*Bolton.*

Building of a Nation—*Coffin.*

Life of Lincoln—*Craven.*

(Used as supplementary reading in this class.)

GRADE FOUR

Amount of Work to be Accomplished

CLASS B

Natural Elementary Geography, to page 36.

Colonial Children. (First half.)

Objective illustration and description must be given whenever possible to aid the children to image geographical conditions. The text-book should only be depended upon to supplement the lessons presented by the teacher from maps, globes, etc., in previous recitations. Much of the text may be passed over quickly as a reading lesson.

The following essential points should receive careful attention:

Hemispheres, continents, oceans.

Earth as a whole: Shape and surface.

Terms: Axis, poles, equator.

Reading of maps.

In the work on North America and United States, free use should be made of clay, sand, or some other simple device for making relief maps; also cuttings and occasional drawings.

The observation work on the weather and sun will be continued and extended.

The story of Columbus (Judson & Bender's Third Reader) should be told or read just preceding the work on North America; also read from Indian Boyhood, pages 1-29 and 177 to end.

The story of LaSalle should be given at the time of beginning the work on the United States. (Pioneer History Stories.)

These stories should be worked out with maps in geography recitation.

Biographical Stories:

Eli Whitney (Building of a Nation—*Coffin*).

Isaac Newton (Famous Men of Science).

Jewish History:

Story of David.

Story of Daniel.

General apparatus: Use, if possible, a large relief globe, a blackboard globe, wall maps of the world, North America and United States, and as many globes for pupils' use as can be obtained.

Dissected maps of United States for seat work, not for analytical study, but to gain familiarity with the location of states.

CLASS A

Natural Elementary Geography, pages 36-65.

Colonial History (latter half).

Pioneer History Stories of the Mississippi Valley: The story of Joliet should be studied while working on the United States as a whole and the northern section, Lewis and Clark with the west, and DeSoto with the south.

Emphasis should be placed on the treatment of the United States as a whole. All but the important facts, such as chief cities, rivers, mountains, occupations, etc., should be eliminated from the sectional work.

Observation work on weather, sun, moon and stars carried through the semester.

Dissected maps should be used until the location of states is fixed.

Simple relief maps, modeled in sand or other material, of the United States as a whole.

Grammar Grades—Geography

FIVE B

Natural Elementary, pages 65 to 123 inclusive. Omissions to be indicated on semester outlines.

FIVE A

See supplementary reading.

SIX B

Natural Advanced Geography, pages 5 to 83 inclusive.

SIX A

See supplementary reading.

SEVEN B

Natural Advanced Geography, pages 84 to 124.

SEVEN A

Natural Advanced Geography, pages 125 to 153 inclusive; Geography of Illinois; the first four pages in the book; pages 23 to 28.

Certain omissions from these pages will be indicated in semester outlines.

EIGHT B

Natural Advanced Geography to be used as an atlas in connection with history and reading.

EIGHT A

The same as in eight B.

Grammar Grades—History

FIVE B

See supplementary reading for this grade.

FIVE A

Eggleston's First Book in American History.

SIX B

See supplementary reading for this grade.

SIX A

Gordy's American Leaders and Heroes, the first 225 pages.

SEVEN B

Gordy's American Leaders and Heroes, page 225 to close of the book, and Montgomery's Leading Facts of American History, begun.

SEVEN A

Montgomery's Leading Facts of American History continued.

EIGHT B

Montgomery's Leading Facts of American History completed.

EIGHT A

The story of Our English Grandfathers to be used as the basic reader. See reading.

Civics (Illinois and the Nation).

Arithmetic

Primary Grades

The aim in this work is to give the accurate knowledge and to develop the power necessary to make a pupil independent and self-directive in all the computations and mathematical reasoning required in ordinary social relations. The objective work required in the primary grades is fundamental to any broader understand-

A Pumpkin, Squash, and Tomato Exhibit at One of the Ward Schools, September, 1905

ing of the subject. Sense perception is the foundation of mental perception. Therefore, power to attend, to perceive, to form judgments and to draw inferences must be developed by ample sense experiences.

The habits of accurately and concisely completing and expressing these judgments and inferences with reasonable rapidity, must also be formed.

To become independent in the use of number, the pupil's eye and mind must be trained to measure quantities and to see their relations. This training is gained only by leading the child to see and to do all he is able unaided. As soon as an elementary number fact is quickly perceived, it should be perfectly memorized and ready for instant use.

METHOD

In primary grades, oral or mental arithmetic must be the dominant feature of the recitation. The objects in oral work should be, first, to keep up a continuous review of the essential processes already familiar; second, to give a broad range of application to principles previously presented; and, third, to create interesting situations for the introduction and development of new work.

Every new process should be developed objectively. Teachers should have at hand a great variety of material which lends itself readily to arithmetical computation, such as number blocks, surfaces, scales and weights, measures of capacity, yard sticks, etc.

The elementary number facts, as they become readily perceived in quantities should be presented to the eye in the concise written forms used in commercial life and as completed equations. The repeated photographing of these written forms by the eye, if persisted in, soon insures their correct use automatically. When this is accomplished, a great amount of mental work can be done independent of pencil and paper.

Lengthy oral explanations should not be required. The class should first solve the problem then give only such oral explanation as is necessary to help those who do not understand. The steps of solution in mental work should not be inquired into, unless the teacher believes the process followed to be indirect, or to enlighten another pupil. The slow process of explaining, if habitually

required, slackens the rate of movement of the child's mind and dims mental representations.

Addition and subtraction, multiplication and division, should be taught as two phases of one process. All the knowledge necessary in subtraction is learned in the addition number facts, and the problem in subtraction should be completed by adding the missing term of the equation to the subtrahend.

Mental problems should be dictated but once by the teacher. Repetition weakens the habit of accurate attention and clear mental imaging.

All new principles or facts must be introduced through ample oral instruction, and the lessons in the text should follow this work as reviews.

GRADE ONE

Amount of Work to be Accomplished

No formal work is assigned, but it is expected that all number necessary for construction work and the social life of the school will be given as occasion may require.

GRADE TWO

CLASS B

Hall's Arithmetic Primer, to page 45. (In the hands of the teacher only.)

The first two weeks of the semester should be devoted to the suggestions given in chapters I and II.

Children leaving second grade B should be able to apply the number facts given on page 41 in a great variety of magnitudes.

CLASS A

Hall's Arithmetic Primer, page 45 to end of book. (In the hands of the teacher only.)

Children leaving second grade A should be able to apply all of the number facts given in the primer, to write the Roman numerals to L, and to add rapidly single columns of 2's and 3's to 100.

GRADE THREE

CLASS B

Hall's Elementary Arithmetic to page 41.

The first two weeks, if needed, should be spent on a review and drill of the number facts found on pages 5 and 6.

Children leaving third grade B should be able to answer questions, in any form of expression, based upon a knowledge of the multiplication tables up to and including 10–2's, 9–3's, 8–4's, 7–5's, 6–6's, and their converse; the partition into halves, thirds and fourths of the integral numbers up to and including 12; addition, subtraction, multiplication, division, and further partition into halves, parallel with the text; the use of pt., qt., in., ft., yd., dime, dollars.

CLASS A

Hall's Elementary Arithmetic, pages 41-90.

Children leaving this grade should be able to quickly write accurate answers to questions, in any form of expression, based upon a knowledge of the multiplication tables, 2, 3, 4, 5 and 6, and all other portions of tables used in the text; addition and substraction of all the fractions obtained by the division of a unit into twelfths, into tenths, into eighths; the five fundamental processes and use of decimals parallel with the text; the measures, pt., qt., gal., pk., bush., in., ft., yd., sq. ft., sq. yd.

GRADE FOUR

CLASS B

Hall's Elementary Arithmetic, pages 90-143.

Daily drill on multiplication tables for accuracy and rapidity. Rapid oral work in adding both integers and fractions.

Children leaving this grade must be able to apply quickly and accurately a knowledge of the multiplication tables up to and including 10–10's, and answer any questions, in whatever form of expression, involving the principles and processes employed in the text.

CLASS A

Hall's Elementary Arithmetic, pages 143-182.

Children leaving this grade must be able to give an answer to any question involving the multiplication tables to 12–10's, the principles and processes employed in the text, and the use of numbers to thousands place.

Grammar Grades

FIVE B

Hall's Elementary Arithmetic, pages 193 to 240 inclusive; and a thorough drill in the process of long division.

FIVE A

Hall's Complete Arithmetic, pages 5 to 41 inclusive.

SIX B

Hall's Complete Arithmetic, pages 42 to 91 inclusive.

SIX A

Hall's Complete Arithmetic, pages 92 to 150 inclusive.

SEVEN B

Hall's Complete Arithmetic, pages 151 to 214 inclusive.

SEVEN A

Hall's Complete Arithmetic, pages 215 to 280 inclusive; and a review of pages 32, 42, 52, 62 and 72.

EIGHT B

Hall's Complete Arithmetic, pages 281 to 346 inclusive; and a careful review of pages 82, 92, 102, 112, 122 and 132.

EIGHT A

Hall's Complete Arithmetic, from pages 347 to close of book.

Nature Study

Primary Grades

A true understanding and appreciation of our natural environment is necessary to clear thinking and reasonable action.

No where in our curriculum can the inductive method of study be used so purely as here. The facts, if of any particular value, must be gathered through actual personal contact with living conditions, and the generalizations must be the product of one's own intellect and feeling. A few simple problems in nature study, a few life histories of plants and animals, well followed out, may do more towards directly establishing the scientific habit of study and the love for truth in thought and statement, than any other work in our curriculum.

Dr. Hodge has said that the first two great steps the race made in civilization were, first, the cultivation of plants, and second, the domestication of animals. We take the child into our primary schools at the time when these experiences of the race are parallel to his own development. These then can well be used in spirit as the nuclei of our course.

METHOD

The plan in this work is to have continually before the eyes of the children, and allied to their own personal interests, some form of animal or plant life. The inanimate forms studied will be associated with animate forms as habitat or necessary living environment, or be correlated with geography, reading and other studies.

No special time is allotted to this work on the program, but whatever time is required for comparing observations, suggesting new lines of observation, and discussing the conclusions drawn, the time allotted to opening exercises and language work will be used. An effort has been made to adapt the advantages which our locality affords to the school room work, thus beginning with familiar objects:

Semester Beginning in September

General Work for Primary Grades

Aquarium

The school aquarium will be provided with some forms of life, such as the larvæ of insects, snails, fish, etc., found in the ponds of the vicinity. These will be cared for by the children, whenever practicable, and observations supplemented and guided by the teacher's suggestions.

Collection of Caterpillars

The gathering of the caterpillar's food and its care, such as moistening the earth and imitating other natural conditions, should be attended to by the children.

Dissemination of Seeds

Hang in the school room several entire sweet pea and wild cucumber vines and note, as they dry, the peculiar methods of dissemination.

Annual Flower Exhibit

The annual flower exhibit will be held as a result of seeds distributed in the spring.

Bees

A bee colony will be placed in the school building during September, October or May. Notice suggestions for observations given in second semester's work.

Rooting of Slips

The growth of plants from cuttings will be taken up late in October. The object of this work is to show how plants can be grown vegetatively as well as from seed.

The Impatiens Sultana (the geranium family and allied to the Wild Snap-dragon) will be used for first grade.

The Coleus (mint family) the second grade.

The Geranium, third grade.

The Salvia (mint family) fourth grade.

The Impatiens Sultana and Coleus are to be rooted in water in bottles or glass cans, placed on window sills where plenty of light, but no sun, may reach the stems which should extend an inch or two into the water. The water need not be changed, but replenished.

The Geranium and Salvia slips are to be rooted in boxes of quite moist sandy soil, placed on window sills in strong light. Give each pupil one or two slips, as your supply will allow. Have the pupil's name written on a price tag and placed on the slip.

In each room the teacher should also add a large bunch of slips for replacing. In the case of Salvia, it would be well to give each child three slips, as they are more difficult to root.

Have the children observe the slips and note that no roots are yet formed. Tell the children what may be expected after the slips have remained in the water or soil a few days. Call the children's attention to the slips from day to day.

After the slips have rooted well, a small flower-pot will be furnished each child. The janitor will furnish suitable soil, and the plants may be potted in the yard or other suitable place, as a class exercise. When the plants are well started, they will be collected and placed in a pit for the winter. In the spring they will be returned and used for decorating the school grounds.

The school rooms having only north light can engage the use of window sills in the rooms with southern exposure.

Forms of Water

Choose from the following suggestions those adapted to your grade. Repetition of this work in grades is accompanied each time by more intensive study.

By means of an alcohol lamp, melt snow and ice, bring the water to the boiling point and condense the vapor on a cold glass. With this as a basis of illustration, explain as much as comes within the comprehension of your grade of the nature of clouds and how they are changed to rain or snow.

In the third and fourth grades, distinguish between the cirrus and nimbus clouds by actual observation.

Experiment by freezing water in bottles full and partly full, corked and uncorked.

In the first and second grades, note that the water swells when freezing; also note the form of snow crystals as illustrative of the arrangement of crystals in frozen water.

In the third and fourth grades, explain the cause of water swelling when freezing, and illustrate by the arrangement of snow crystals.

Special Work by Grades

GRADE ONE

Collecting of seeds and leaves of familiar trees. (Seeds saved for spring use.)

Recognition of familiar trees by seeds and leaves.

Birds that stay, and those that go south.

Preparation for winter.

Evergreen trees. (In connection with Christmas work.) Study of fruit and seeds. Show particular method of dissemination.

GRADE TWO

Collecting and mounting of leaves from familiar trees. Seeds of same, especially nut trees. Plant some of each variety in school garden during this month (October).

Study of Pumpkin

Continuation of lessons begun in the spring on this plant. (The product of the children's planting used, if practicable.)

Bring into the school room an entire vine with ripe and unripe fruit, and belated blossoms. This is possible in September. Any other allied form, such as squash, melon, gourd, etc., will answer, if pumpkin cannot be obtained.

Compare the seed planted in the spring with the ripened fruit. Show the form and structure of fruit by transverse and longitudinal sections.

Estimate the increase from one seed. Show how the seeds are nourished.

Compare with allied forms, such as gourd, melon, cucumber.

If possible to obtain leaf and tendril, show how tendril may be regarded as a leaf modified for clinging. Note the hairs on stem and leaf.

Weather Observations

Daily weather record for September and January. Chart of temperature curve also kept.

Preparation for Winter

Seeds—buds.

Birds—those that stay and those that go.

Insects—flies, caterpillers.

Prize Pumpkins, Raised by Primary Pupils from Seed Distributed at the Schools, May, 1905

Toads—peculiar habits of hibernation.

Man—preparation for himself and animals.

Evergreen trees—(In connection with Christmas). Comparison of pine and spruce. Show as many varieties of evergreen trees as possible, and learn their distinguishing appearance and names.

GRADE THREE

Study of Corn Plant

Recall the corn plant studied in the spring.

Study the corn plant as a whole. As you study this plant, note how it is fitted for life on the open prairie.

Distinguish between earth roots and brace roots. From what part of stalk do brace roots spring?

Note position of leaf and structure. Why adapted to heavy winds.

Position of ear.

Significance of groove on stalk.

What is the tassel?

How many kinds of blossoms on the corn plant?

Compare the plant with the seed from which it grew and estimate increase.

Associate the nuts with the young sprouts of nut trees in the school garden.

Cat

(A pet cat may be brought to school, or borrowed from janitor's apartments.)

Value in home; in grain regions.

Characteristic manner and habits.

Structural features related to life and habits—mouth, teeth, claws, feet, eyes and tongue.

Show relationship to tiger, mountain lion, etc.

Care of body and cleanliness.

Weather Observations

Daily weather record kept throughout the semester. Children preserve copies and draw conclusions, as suggested on detailed outline.

Observations made on the sun, shadows, etc. (See geography outline.)

Charts made showing temperature curve and relative length of shadow.

GRADE FOUR

Review and elaborate work on the corn plant. Compare with other cereals. Making of meal and flour. Primitive and modern methods. Bread and breadmaking. Primitive methods and American methods.

Common rocks in vicinity and their composition. Building stones. Weathering of rocks.

Different kinds of soil, as gravel, sand, loam, leaf, mold, clay. (Connect with geography work.)

Study the bark of trees. Why it is seamed and cracked. Why bark on old trees and young trees differ. Refer to sycamore tree, if one is located in the vicinity.

Relative values of woods. Meaning of rings in woods and cause of knots. Make selection of different woods, and label.

Daily Weather Record

Records preserved throughout the year; temperature, wind, condition of the sky. Conclusions drawn as suggested on detailed outline.

Charts made for relative length of shadow, and length of day and night.

Semester Beginning in February

General Work for Primary Grades

Aquarium

The eggs of the toad, frog (small wood frog) and salamander will be provided for each school room, also water snails during the egg laying season.

The pupa stage of the dragon fly and the eggs and larvæ of the mosquito will be obtained, if possible.

The pupils should assist in the care of the aquarium, and, whenever practicable, assume the charge of it.

The suggestions given in regard to the care of the aquarium should be carefully followed, as they apply particularly to local conditions which have been thoroughly tested.

Care must be taken to keep the aquarium in a healthy state. City or well water should be used. Soft water which has been kept long in cisterns and has soured is injurious to some of these forms of life. Unless one is sure that the rain water is fresh, or has been in the open air, as in a pond, do not use it at all. The water plants, such as parrot's feather, cress or duckweed, together with a few dead leaves, bits of lettuce, etc., will furnish most of the food for the tadpoles. Nothing else need be given them for the first two weeks, and during this time the water need not be changed unless it becomes too warm.

As the tadpoles grow older, more stimulating food may be given, as a sprinkle of corn meal or fish food. However, when anything but the growing plants are used for food, the water must be changed frequently to prevent the development of bacteria, which may prove fatal to the tadpoles.

As the tadpoles approach the amphibious stage, some provision should be made so that they can easily rest at the surface of the water, such as a pile of pebbles rising to the surface.

Notice the following during the development of the frog and toad from the egg stage:

How the eggs are protected from injury. Difference in arrangement of eggs of toad and frog.

The toad tadpole is black. The frog tadpole is light brown.

Note how long it is before the developing embryo appears to move. Watch the change in form. As the embryo elongates it wiggles until it becomes free from the jelly. How many days before the tadpole is swimming free?

Observe the little suction tubes under the mouth by means of which the tadpole attaches itself to some stable object, like a weed, while his body floats in the water. Note the gradual disappearance of these little tubes, as well as the gills. Why does the tadpole come more frequently to the surface of the water and swallow the air in great mouthfuls?

Observe the shape and structure of the tadpole's mouth, and the way he is able to grasp his food.

Watch for the first appearance of the hind legs. While the hind legs are developing in plain sight, where are the fore legs developing?

Notice the opening of the gill cleft which persists on the left side, and explain its use.

The first indication that the great change is coming is indicated by the elbowing of the fore legs through the outer skin. Now watch the rapid transformation of the mouth, also the wilting, then gradual absorption of the tail.

Note that the old skin has been pulled off and the young toad or frog appears in a bright new skin. Observe the change in food.

The moulting and hibernating of the frog and toad should be explained.

(Please preserve the language work based on this study.)

Bee Colony

Observations will be made in May in those buildings which were not provided with the observation hives during the autumn.

Observations made by the first and second grades will be directed to the general life of the community, such as the division of labor, the sources from which honey and pollen are gathered, etc.

In the third and fourth grades more extended observations should be made along such lines as the following:

The difference in structure of the cells containing the larvæ of working bees, drones and queen.

Distinguish the egg and larvæ in the cell.

Note how long the larvæ are fed before they are sealed up.

How long they remain sealed up before breaking their way out.

Observe how the young bees get out of the cell.

The difference in looks and duties between the workers, drones and queen.

Watch the bees returning loaded with pollen. How do they get the pollen off from their legs?

Observe the bees depositing honey. Their methods of ventilating, bracing the comb, keeping out light. Read from Wings and Stings. Colton's Biology. (Teachers' Reference Book.)

Preparation for Flower Exhibit

Flower and vegetable seeds will be distributed to all the primary grades with printed directions for their culture.

The plants raised will be brought together in the fall at the annual school flower exhibit.

Birds

Lead the children to recognize the common birds. Discuss their particular habits of nesting. Talk with the children about simple ways of making bird houses from tin cans, cigar boxes, etc. Pictures showing simple devices for bird houses can be borrowed from the office.

Fruit and Leaf Buds

As early as the first of March, twigs from the pussy-willow and fruit trees should be brought into the school room and placed in water. Discriminate between the fruit and leaf buds. Explain meaning of leaf scars, and show how annual new growth is distinguished.

Special Work for Grades

GRADE ONE

Apple and Orange—(Save seeds of both for spring planting.)

Compare with reference to internal appearance.

Places where grown.

Packing for market, etc.

Preparation of dried apples.

Window Garden

Germination of some of the seeds saved by the children the previous autumn, as sunflower, milkweed, nasturtium, apple and orange.

Germinate lima beans, peas and pumpkin seeds in individual paper cornucopiæ or other devices, and encourage children to take them home for planting after observations have been made. These provide good material for fall nature work.

GRADE TWO

Wool

Raw wool will be furnished. The cleansing, carding, spinning and practical demonstrations of primitive manufacture will be shown and connected with the modern methods.

The yarn made by the children will be woven in a mat, as a social piece of work.

Window Garden

Germinate corn, the squash, cucumber and watermelon.

Direct attention to the way in which the plants escape from the shell and to their food supply.

The squash will also be planted in the school garden, as material for autumn nature study.

Weather Observations

Continue as suggested in first semester's work.

GRADE THREE

Buds

Study of winter buds of willow, poplar and fruit trees.

Pay special attention in these grades to the forcing of buds and the things to be learned from their development.

Cuttings

Root in water cuttings of pussy willow and plant in school garden or at home.

School Garden

Plant flax, hemp and cotton in outside garden. These will furnish material for nature study the following year.

The arrangement of a small farm, with fields of wheat, blue grass and cotton can be made in the large sand pan, if outside room is not available.

Weather Observations

Continue as suggested in first semester's work.

GRADE FOUR

Cotton

Cotton seeds will be given the children for planting and the results will be brought to the school in the fall.

Raw cotton will be furnished and some practical experiments made in manufacturing thread.

The work should be directly connected with class A geography and the biography of Eli Whitney.

Hen's Eggs

The development of a chick in the shell at six different stages will be shown. Where it is not possible to arrange for the setting of the eggs at some pupil's home, the supervisor will prepare the specimens in an incubator.

Flax and Hemp

Observations on the flax and hemp raised the previous year in the school garden.

Study of linen industry. This should be connected with geography work.

Window Garden

Cultivation of strawberry geranium (saxifraga sarmentosa) to illustrate vegetative reproduction.

Plant a whole potato, also sections containing one bud each, to illustrate the tuber as an underground branch. Follow this by dividing the young potato plant into two or more cuttings, containing at least one bud each, to further illustrate the similarity of the tuber to the part of the plant above ground and to furnish an example of manifold vegetative reproduction.

Grammar Grades

No special time is to be given to this subject, but it is to be closely correlated with language work so that a part of the language period can be taken for it and also from time to time a few minutes of the period for opening exercises in the morning.

The subjects presented will be the same in each of the four grammar grades; the work in each grade will have an individuality peculiar to the advancement of the grade.

FOR THE AUTUMN MONTHS

Reports of plants grown from the seeds and the small plants given out in May; the flower and tomato exhibit; the study of bees by means of observation hives. This study of the bees makes possible much practical work in the study of plants and flowers as the late blooming ones give the honey and pollen which the bees bring in; and the pollen furnishes the question as to whence it came. It brings up in a most interesting way the study of pollinization of plants.

The preparation and rooting by the pupils of slips to be kept in the pits for the school grounds for the coming year; the ripening of the fruits, the falling of the leaves and all the preparations of nature for the coming winter.

Some of the selections to be read are the following: The Bee Hunt, Hollyhock Hall, Ants and Bees, The Death of the Flowers, The Angel of the Leaves, Autumn Glory, September, Down to Sleep, The Corn Song, The Landing of the Pilgrim Fathers, The American Flag. These will be furnished in leaflet form for class use.

The celebration of Thanksgiving will be closely correlated with the Nature Study and Language Work.

FOR WINTER MONTHS

Formation of frost, snow and ice; condition of buds during winter; the change in the length of day and night; the sun's course through the heavens; winter birds and how they live.

Literature

Selections from Snow Bound, John Burrough's Snow Storm, The First Snow Fall and others that will be furnished in leaflet form.

FOR SPRING MONTHS

Window gardens from seeds and slips. The hatching of one incubator sitting of eggs in each building with the careful observation of this by the pupils; the giving out of seeds and plants for home culture; the preparation of the beds on the school grounds for the reception of plants from the pits and the setting out or bedding of these plants by the pupils; the return of birds; the early flowers, the budding out of the different kinds of trees on

Industrial Work—First Grade

the school grounds; the length of the days and nights. These and other topics will furnish abundant material. Literature bearing on these various subjects will be furnished in leaflet form.

Bees in observation hives will again be made use of to some extent.

For the work we have done see School Grounds and Nature Study (superintendent's report), and course of study, primary grades.

Detailed instruction for all this work will be given in the semester outline.

The work here indicated is only suggestive, other subjects may be introduced from time to time.

Manual Training

Primary Grades

Hand work may be considered as a method of rendering more effective the other work of the school by relating and supplementing it in a way intimately related to child nature and within the child's power of clear comprehension and representation.

The function of the models used is to give a background of experience in materials, processes and effects of form and decoration.

The work accomplished aims first to give the pupil an intellectual grasp of how means have been adapted to ends in the universal industries and second, to awaken through personal interests, the child's own power of initiative in adjusting materials to his uses in his outside life.

METHOD

The models suggested below are subject to change and closer adjustment to the other work of the school at any time.

It is not necessary that the same model be used in any two rooms of the same grade, providing the processes introduced follow the evolution of the simple industries.

As a rule, not more than one individual piece will be accomplished in a month. Exception to this rule is made at Christmas time.

The finished individual pieces become the pupil's property, and it is desirable that they be taken to his home, one by one, as they are finished, and used while the interest in them is still high.

The pieces accomplished by group work, such as games, etc., become the property of the class and may be kept at school for general use or given, if the class desires, to sick members or visitors.

The care and proper economical use of all materials furnished for this work are invaluable in establishing correct industrial habits.

TIME

In the first and the second grades four periods a week of a half-hour each will be given to this work; in the third and the fourth grades two periods a week of one hour each.

Models Suggested

GRADE ONE

Paper Work

Furniture for the home of "Three Bears"—table, chairs, beds; woven paper mats; pin-wheels; ships; valentines; badges for Washington's Birthday and Memorial Day.

Clay Work

Model vegetables; simple forms of Indian pottery, as cups and saucers, flower pots.

Textile Work

Spool knitting and sewing into mats; weaving of plain wool mat; hammock woven from cord; harness, scissor-guards of macrame cord.

Sewing

Making of a case from coarse canvas, edged with blanket stitch, to hold spectacles or a paper of pins; holder from full cloth also edged with simple stitch; bags of tarleton for pop-corn (Christmas time).

GRADE TWO

Paper Work

Furniture for doll's house from art card board,—chairs (plain and rocking), table, bed, sofa, settee, dresser; sled; cart; books for pressed leaves; fancy candy boxes (Christmas time); valentines; badges for Washington's Birthday and Memorial Day; canoes, wigwams (Hiawatha); mats in art card board from copied and original designs.

Clay Work

Articles used in representation of Robinson Crusoe and Indian village (Hiawatha), decorated in water colors.

Textile Work

Blankets with Indian style of decorations woven on looms; whip from macrame cord; washing, carding, dyeing and spinning wool and weaving the yarn into blankets.

Basketry

Napin ring, stamp box and other small articles from raffia.

Sewing

Mat from linen huckaback with simple decorative stitching.

GRADE THREE

Paper Work

Large envelopes for desk use; hexagonal card tray; valentines; fancy candy boxes (Christmas time); badges for historical days; woven mats with original designs.

Clay

Modeling of bear in connection with "Johnny Bear"; dog in connection with Rip Van Winkle.

Textile

Small knotted bag from macrame cord for ball of string; stamping of calico with potato stamp.

Basketry

Mat from raffia in caning pattern.

Sewing

Bag made from coarse crash and decorated with a variety of stitches.

GRADE FOUR

Paper

Pencil tray from art card board; basket woven in two colors; valentines.

Clay

Modeling of horses and knights for King Arthur's tournament; simple pottery.

Textile

Ginning and spinning of cotton into thread; hammock from macrame cord; badges knotted from floss for national holidays.

Basketry

Knotted bag of raffia for books; Mexican hat from braided raffia (four to six strands); basket of reed and raffia.

Sewing

Making of pavilion in connection with King Arthur's tournament; bag from coarse linen.

Wood

(In rooms provided with work table.) Sled (Esquimau or ordinary style); bird houses; furniture (doll's size); water wheel; grand stand for King Arthur's tournament; pencil sharpener; plant sticks; trellis.

Grammar Grades

DOMESTIC SCIENCE—GIRLS

GRADES: FIVE, SIX, AND SEVEN B

Sewing—(One hour a week.)

The work comprises simple expressions of fundamental principles in direct sequence, followed by a complex expression of the same principles in the same or a modified sequence. The principles are taught through normal activities.

I—Evolution of stitches:

(*a*) Horizontal stitches:

1. Basting.
2. Running.
3. Half-back stitching.
4. Back stitching.
5. Chain stitching.

(*b*) Oblique stitches:

1. Overcasting.
2. Hemming.
3. Hemstitching.

(*c*) Vertical stitches:

1. French hemming.
2. Overhanding.
3. Button-holing.

II—Elements of construction:

1. Seam and finishing of the same.
2. Hem—plain and hemstitched.
3. Gathering.
4. Placing and finishing a band.
5. Button-holes and sewing on of a button.

III—Simplest form of drafting:

Drafting cap, bib and sleevelets for cookery uniform.

GRADES: SEVEN A. AND EIGHT

Cookery—(One and one-half hours per week.)

FIRST YEAR

First Semester

(*a*) Fuel value of different fuels; care of the range; measurements; simplest methods of cooking, baking, boiling, steaming; the classification of food materials into the five food principles—carbohydrates, proteins, fats, minerals and water, emphasizing only the broad distinctions,—their function, digestion and nutritive value,—involving the cooking of potatoes, cereals, strong and sweet-juiced vegetables.

(*b*) Tissue building foods—milk and eggs—comparison with carbohydrate foods as to temperature, digestibility and dietary function.

Second Semester

Animal foods, structure; effect of water at different temperatures; relative economy of the various cuts (analyses being made from cuts purchased in the different markets) involving the making of soup stock, stewing, boiling and roasting different varieties of meat.

SECOND YEAR

First Semester

Flour mixtures:

(*a*) Batters.

(*b*) Doughs.

Emphasizing the difference between batters and dough; the quick method of raising; different leavenings.

(*a*) Eggs as a leaven.

(*b*) Baking powder:

1. Source and manufacture.
2. Effect of moisture and heat.

(*c*) Baking powder substitutes.

Second Semester

Bread and its derivatives with yeast as a leaven.

(*a*) Study of wheat:

1. Facts concerning it, structure, where grown, etc.
2. Composition of flour, experiments showing starch and gluten.
3. Superiority of wheat flour for breadmaking over flour of other grains.

(*b*) Yeast:

1. Description, form, size.
2. How obtained.
3. Different kinds in use.
4. Conditions of growth.
5. Chemical changes caused by its growth.

(*c*) Process of breadmaking:

1. Reason for use of each material; essential and non-essential materials distinguished.
2. Manipulation: mixing, kneading, raising.
3. Baking: reasons.

(*d*) Care of bread:

1. Care on taking from oven.
2. The preservation of bread.
3. Uses of stale bread.

Grade eight A may elect sewing in place of cookery.

WOOD WORK—BOYS.

GRADES: FIVE AND SIX

Knife Work—(One hour a week).

GRADES: SEVEN AND EIGHT

Shop Work—(One half day a week).

See High School course of study for advance work.

Physiology and Hygiene

Oral lessons in the first three grades. The King and His Wonderful Castle in the fourth grade and the first half of the fifth. Union Health Series No. II in the latter half of the fifth grade and in the sixth. Union Health Series No. III in the seventh and the eighth grades.

Physical Culture

See manual prepared by special supervisor in this subject.

Drawing

The work in this department is in charge of a special supervisor and will be outlined by her.

First to third grades inclusive, three thirty-minute periods a week; fifth to eighth grades inclusive, two forty-minute periods a week.

Penmanship

Regular lessons in this subject in all the grades.—See semester outline.

Music

FIRST YEAR

Rythm and melody are taught through rote singing. The original composition of short simple songs by the children, is encouraged. Careful attention is given to individual voices.

SECOND YEAR

Rote singing and original work are continued. Writing simple exercises and sight reading from the primer are begun.

THIRD YEAR

Work begun in First Music Reader and written work continued. A large part of the time this year is given to sight reading.

FOURTH YEAR

Work in First Reader continued, and the study of two-part music is begun.

Matting Designs Woven in Raffia—Second Grade

FIFTH YEAR

Second Music Reader. Two-part music.

SIXTH YEAR

Second Music Reader completed.

SEVENTH YEAR

Third Music Reader. Three-part music.

EIGHTH YEAR

Third Music Reader. Study of bass clef. During the sixth, seventh and eighth years the voices are carefully tested and placed in parts best suited to each.

HIGH SCHOOL

Text Books in Use 1905-1906

ENGLISH

Rhetoric, Herrick & Damon, Revised
Halleck's History of English Literature
Grammar — Brown & DeGarmo

HISTORY

Civil Government — James & Sanford
Commercial Geography — Adams
Ancient — West
Mediæval and Modern — West
American — McLaughlin
English — Andrews
Political Economy — Walker's
History American Politics — Johnston

SCIENCE

Chemistry — Hessler & Smith
Chemistry—Laboratory Manual — Hessler & Smith
Physics — Hoadley
Botany — Bergen
Zoology—Descriptive and Practical — Colton's
Physical Geography — Dryer
Geology — Brigham

MATHEMATICS

Astronomy — Young's First Lessons
Algebra — Milne's Academic
Geometry—Sanders' — Wentworth
Bookkeeping — Williams & Rogers

COMMERCIAL

Commercial Law — Gano
Stenography and Typewriting—
Shorthand — Shorthand
Typewriting — Rational Typewriting

LATIN

First Year — Collar & Daniell
Second Year — Allen & Greenough

LATIN

Grammar — Allen & Greenough
Cicero — Harper & Gallup
Dooge's Latin Prose Composition Parts I, II and III
Sallust — Hebermann
Ovid — Kelsey
Vergil — Greenough

GERMAN

FIRST YEAR

Grammar — Thomas
Reader — Jones
Drill Book — Lampe

SECOND YEAR

Composition — Buchheim
Immensee — Storm
Hoeher als die Kirche — Hillern
Das Kalte Herz — Hauff
Der Prozesz — Benedix
Unter Vier Augen — Fulda
Der Neffe als Onkel — Schiller
Poetry—
Aus dem deutschen Dichterwalde — Dillard

THIRD YEAR

Composition — Harris
Die Journalisten — Freytag
Poetry—
Aus dem deutschen Dichterwalde
Minna Von Barnhelm — Lessing
William Tell — Schiller
Das Habichtsfraeulein — Baumbach
Hermann u. Dorothea — Goethe

GREEK

Grammar — Goodwin
First Greek Book — White
Greek Prose — Homer
Homer — Seymour

COURSES OF STUDY

First Year

First Semester	*Second Semester*
English Literature and Composition	English Literature and Composition
Beginning Algebra	Beginning Algebra
Greek History	Roman History
Choose from the following:	Choose from the following:
Beginning Latin	Beginning Latin
Physical Geography	Botany
Manual Training	Manual Training
Stenography	Stenography
Typewriting	Typewriting
Domestic Science (Cookery)	Domestic Science (Cookery)
Music	Commercial Geography
Art	Music
	Art

Second Year

First Semester	*Second Semester*
Rhetoric and English Literature	Rhetoric and English Literature
	Physiology
Choose from the following or from studies not completed in previous year:	Choose from the following or from studies not completed in previous year:
Second Year Latin	Second Year Latin
German	German
Advanced Algebra	Geometry I
Mediæval History	Mediæval History
Zoology	
Stenography	Stenography
Arithmetic	Commercial Law
Manual Training	Manual Training
Music	Music
Bookkeeping	Bookkeeping
Typewriting	Typewriting
Art	Art

Third Year

First Semester	*Second Semester*
English Literature	English Literature
Civil Government	Choose from the following or from work not completed in previous year:
Choose from the following or from work not completed in previous year:	Cicero
Cicero	Beginning Greek
Beginning Greek	German
German	Physics
Physics	Solid Geometry
Geometry II	Political Economy
English Grammar	English History
English History	Manual Training
Manual Training	History of American Politics
Music	Music
Art	Art

Fourth Year

First Semester	*Second Semester*
English Literature	English Literature
American History	American History
Choose from the following or from studies not completed last year:	Choose from the following or from studies not completed last year:
Vergil	Vergil
Anabasis	Homer
German	German
Astronomy	Geology
Chemistry	Chemistry
Manual Training	Manual Training
Music	Latin Composition
	Music

Suggestive Courses

CLASSICAL COURSE

First Year

First Semester	*Second Semester*
Beginning Latin	Beginning Latin
English Literature and Composition	English Literature and Composition
Beginning Algebra	Beginning Algebra
Greek History	Roman History
Music	Music

Second Year

First Semester	*Second Semester*
Second Year Latin	Second Year Latin
Rhetoric and English Literature	Rhetoric and English Literature
Advanced Algebra	Geometry I
Zoology	Physiology
Music	Music

Third Year

First Semester	*Second Semester*
Cicero	Cicero and Ovid
English Literature	English Literature
Beginning Greek	Beginning Greek
Physics	Physics
Music	Music

Fourth Year

First Semester	*Second Semester*
Vergil	Vergil
Anabasis	Homer
German	German
English Literature	English Literature
Music	Music

LATIN-SCIENTIFIC

First Year

First Semester	*Second Semester*
Beginning Latin	Beginning Latin
English Literature and Composition	English Literature and Composition
Beginning Algebra	Beginning Algebra
Physical Geography	Botany
Music	Music

Second Year

First Semester	*Second Semester*
Second Year Latin	Second Year Latin
Advanced Algebra	Geometry I
Rhetoric and English Literature	Rhetoric and English Literature
Zoology	Physiology
Music	Music

Third Year

First Semester	*Second Semester*
Cicero	*Cicero and Ovid
English Literature	English Literature
Physics	Physics
Geometry II	Solid Geometry
Civil Government	History of American Politics
Music	Music

Fourth Year

First Semester	*Second Semester*
Vergil	Vergil
English Literature	English Literature
Chemistry	Chemistry
American History	American History
Music	Music

COMMERCIAL COURSE

First Year

First Semester	*Second Semester*
English Literature and Composition	English Literature and Composition
Physical Geography	Commercial Geography
Beginning Algebra	Beginning Algebra
Stenography	Stenography
Typewriting	Typewriting

Second Year

First Semester	*Second Semester*
English Literature and Composition	English Literature and Composition
Arithmetic	Physiology
Stenography	Stenography
Typewriting	Typewriting
Bookkeeping	Bookkeeping
	Commercial Law

MANUAL TRAINING

First Year

First Semester	*Second Semester*
English Literature and Composition	English Literature and Composition
Beginning Algebra	Beginning Algebra
* Manual Training	* Manual Training
Greek History	Roman History
Music	Music

* *Drawing*—Free hand lettering. Free hand sketching; views of type solids and carpentry models. Working drawings of carpentry models to scale. Geometric problems. Orthographic projections of simple solids: Cutting planes, sections and developments. Designs of supplementary shop models: Book-rack, tool-box, small tables, tabourettes, etc.

Shop Work—Shop models involving exercises in measuring, lining, sawing, planing, chiseling, boring, nailing and gluing. Instruction in sharpening and caring for tools used. Wood carving. The study of Forestry, Wood and Lumber, carried on by written exercises based on required readings.

Second Year

First Semester	*Second Semester*
Rhetoric and Composition	Rhetoric and Composition
Advanced Algebra	Geometry I
* Manual Training	* Manual Training
Zoology	Physiology
Music	Music

* *Drawing*—Orthographic projections, intersections and developments. Application of line shading and tinting. Free hand and instrumental working drawings of shop models. Original designs of goblets, balustrades and vase forms to be executed in turning course. Isometric drawings of building construction. Geometric problems. Ellipse, helix spiral. Machine details: Bolts, nuts, screw threads. Designs of supplementary shop models. Tracing and blue printing.

Shop Work—Wood turning, pattern making, wood carving. Construction of supplementary shop models.

Third Year

First Semester	*Second Semester*
English Literature	English Literature
Geometry II	Solid Geometry
Physics	Physics
Manual Training	Manual Training
Civil Government	History of American Politics
Music	Music

Fourth Year

First Semester	*Second Semester*
English Literature	English Literature
Chemistry	Chemistry
Manual Training	Manual Training
American History	American History
Music	Music

Girls may elect a course of one year in Domestic Science, one and one-half hours per week, advanced sewing or cookery.

GENERAL COURSE

First Year

First Semester	*Second Semester*
English Literature and Composition	English Literature and Composition
Beginning Algebra	Beginning Algebra
Greek History	Roman History
Physical Geography	Botany
Music	Music

Second Year

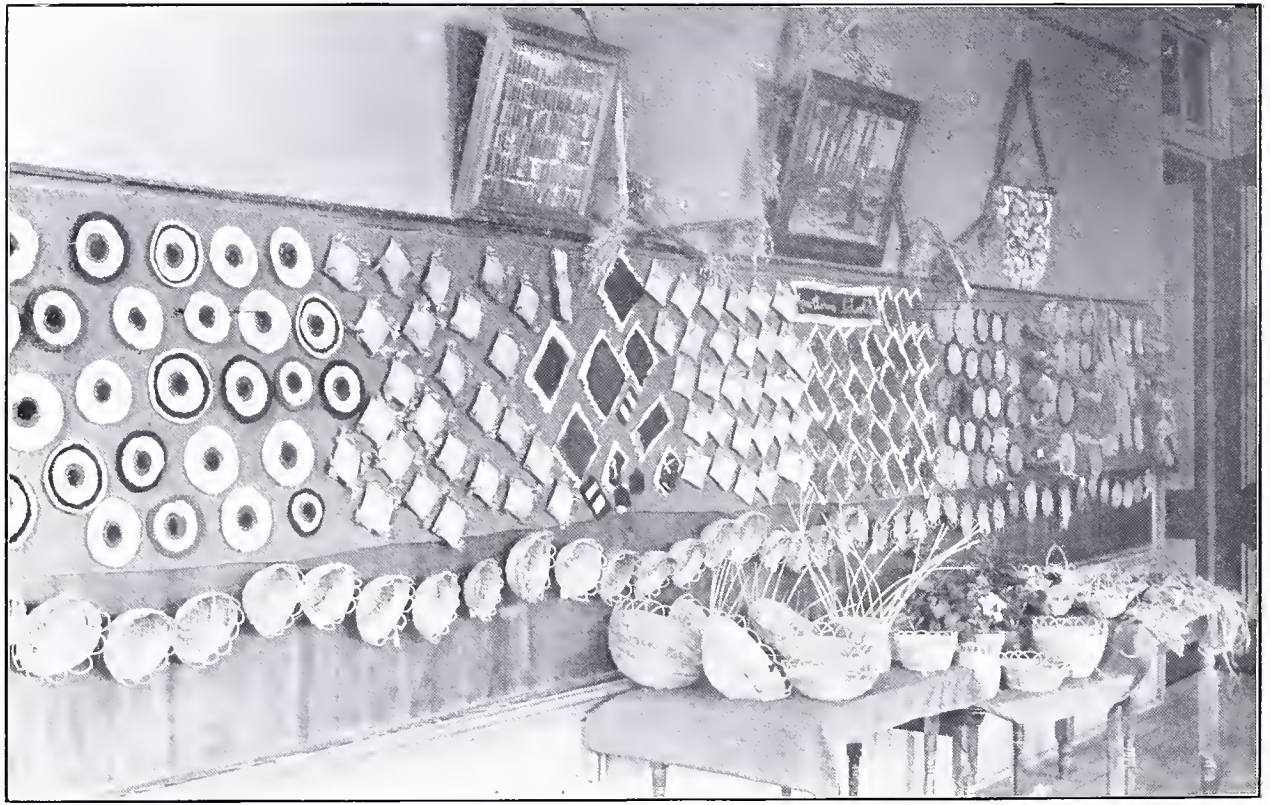
First Semester	*Second Semester*
Rhetoric and English Literature	Rhetoric and English Literature
Advanced Algebra	Geometry I
Mediæval History	Mediæval History
German	German
Music	Music

Third Year

First Semester	*Second Semester*
English Literature	English Literature
Physics	Physics
Geometry II	Solid Geometry
German	German
Civil Government	History of American Politics
Music	Music

Fourth Year

First Semester	*Second Semester*
English Literature	English Literature
Chemistry	Chemistry
American History	American History
German	German
Music	Music



Sewing, Weaving and Basketry—Primary Grades

NOTES

While the courses are largely elective the following subjects are required: Four years of English, one year of Algebra, one year of Greek and Roman History (except in the Latin-Scientific Course), a half year of Physiology, a half year of Civil Government, and a year of American History.

If more than four studies are placed in any semester in the "Suggestive Courses," it is meant that the student will take the required work and choose from the others enough to make four studies.

A credit is given for one semester of successful work in one study. Two and one-fourth credits will be allowed for each year of Latin and of Greek, and for a year of Physics. One and one-half credits will be given for a year of Manual Training or a year of Typewriting. Two credits may be made by putting in extra time.

Diplomas will be given to those who complete the required studies and enough other work to make a total of thirty-two credits. Colleges admit on certificate so that it is possible for one to be a graduate and not be able to enter college. *It is therefore necessary for those fitting for college to select studies looking to that end.* While the studies of the High School are largely elective, it does not follow that one may choose without regard to what he has previously done.

Several groupings of studies are made for the convenience of the pupil but he is not obliged to follow any one of them. They are merely suggestive.

Pupils may take music as an extra if they desire, or they may take three studies and music, but in the latter case more than four years are required to complete the course, Pupils will not be permitted to take more than four studies besides music without obtaining the special permission of the Principal.

All pupils or their parents should consult with the Principal before arranging work for the year. The Principal will be in his office the week beginning September 4, to adjust such matters.

No class in any subject will be formed for fewer than fifteen pupils.

Credit will not be given for less than a year of any language.

Geometry I is the first semester of Plane Geometry, and Geometry II is the second semester of Plane Geometry.

Credit will be given entering pupils for work done in high schools of like grade with Bloomington, but no marks will be transferred to our books from the records of other schools. Pupils wishing to enroll should present record signed by the Principal or Superintendent of the school from which they come.

Those who have completed the work outlined for country schools and who have the County Superintendent's certificate will be admitted to the Freshman class without examination. Advanced standing may be obtained by examination.

Tuition is $3.25 per month of four weeks and must be paid in advance for each term.

The Bloomington High School is accredited at the leading universities.

RULES AND REGULATIONS

of the

BOARD OF EDUCATION

OF BLOOMINGTON, ILLINOIS

ORGANIZATION OF THE BOARD

SECTION 1. The members of the Board of Education shall meet and organize at the first regular meeting in the month of April.

SEC. 2. At the first regular meeting after the organization of the Board the President shall appoint, subject to the approval of the Board, the following standing committees:

1. A Committee of School Examiners, consisting of two members and the Superintendent.

2. A Committee on Text-Books and Course of Instruction, consisting of two members and the Superintendent.

3. A Teachers' Committee, consisting of three members.

4. A Committee on Rules and Regulations, consisting of three members.

5. A Committee on Janitors and Supplies, consisting of three members.

6. A Committee on School Buildings and Grounds, consisting of three members.

7. A Committee of one for each of the ward schools.

8. A Committee on the High School, consisting of three members.

9. A Finance and Auditing Committee, consisting of three members.

10. The Superintendent shall be an advisory member of each committee.

SEC. 3. [REGULAR MEETINGS.] The regular meetings of the Board shall be held on the last Friday of each month. The time of meeting from October to March, inclusive, shall be seven o'clock p. m., and from April to September, inclusive, half-past seven p. m.

SEC. 4. [SPECIAL MEETINGS.] Special meetings shall be called by the President, whenever he shall deem it necessary, or any two members of the Board; provided that in either case two days' notice, in writing, of the time and place be given. The object of the meeting shall be stated in the call, and no other business shall be transacted without the consent of a majority of the Board. At no special meeting, except all the members of the Board are present, shall any resolution in relation to sites for school houses, or financial resolution or order be passed, unless the subject or subjects to be acted upon be specified in the notice. A majority of the Board shall constitute a quorum, but a less number may adjourn from time to time.

SEC. 5. [ORDER OF BUSINESS.] At the hour appointed for the meeting the President shall take the chair and call the meeting to order, after which no member shall retire without permission of the chair. In the absence of the President any member of the Board may call the meeting to order, and a President *pro tempore* shall be chosen. The following shall be the order of business, viz.:

1. Reading minutes.
2. Communications.
3. Monthly reports of teachers.
4. Communications from the Superintendent.
5. Reports of standing committees.
6. Reports of special committees.
7. Report of Treasurer.
8. Presentation of bills and pay-rolls.
9. Unfinished business.
10. New business.

SEC. 6. The President shall preserve order and decorum, and decide all questions of order, subject to appeal to the Board. He shall declare all votes, but in case of doubt shall, on request of any member, require members to stand while they are counted, and shall then declare the result.

SEC. 7. Every member present shall vote on all questions submitted, unless excused by the Board for special reasons.

SEC. 8. When a question is before the Board no motion shall be received, except to adjourn, to lay on the table, to close the debate, to refer, to postpone to a certain time, or to amend; and the motions shall take precedence in the order above named. The first, second and third shall be decided without debate, and the fourth and fifth by a two-thirds vote. Any member may call for the yeas and nays upon the question pending when the same will admit of it.

SEC. 9. No more than two amendments will be entertained at the same time to a proposition, and the question shall first be taken on the last amendment.

SEC. 10. In all cases where a motion or resolution shall be entered on the minutes of the Board, the name of the member moving the same shall also be entered.

SEC. 11. All committees shall be appointed by the chair, unless specially directed otherwise by the Board.

SEC. 12. All reports of committees and all resolutions presented to the Board shall be in writing, and said reports shall be kept on file by the Secretary.

SEC. 13. Any rule may be suspended for the time being by a unanimous vote of all the members of the Board present. No motion for a reconsideration of any vote shall be made by any member unless such member voted with the majority on the question.

SEC. 14. Any addition to or amendment of the rules of the Board, of the course of study pursued in the schools, or of the regulations enacted for the government thereof, shall be presented in writing at a regular meeting, and lie over at least two weeks from the time of its introduction; and such addition or amendment shall require the votes of a majority of all the members for its passage.

SEC. 15. When a member is about to speak in debate, or to present any matter to the Board, he shall address the President, and shall confine himself to the question under debate and avoid personalities. No motion shall be subject to debate until it has been seconded and stated by the Chair.

SEC. 16. The Committee of School Examiners shall report to the Teachers' Committee on or before the last Monday in April of each year, the names of all teachers making application for employment for the ensuing school year, whom they shall deem qualified to teach.

SEC. 17. The Teachers' Committee shall make such appointments and transfers of teachers in the schools as the wants of the several schools may require; but no transfer shall be made from any school during the school year without the principal of said school shall be notified nor without the consent of the Ward Committee. All the appointments made by the Committee shall be temporary, and at each regular meeting of the Board it shall be the duty of said Committee to present a list of all appointments made by them since their last report, which list of appointments shall be recorded; and the same shall be taken up as a part of the regular business of the Board, and acted upon by the confirmation or rejection of such appointments; provided, that the Board may postpone the action on such appointments from one meeting to another. It shall be the duty of the Teachers' Committee to recommend to the Board, on the first Monday of May of each year a schedule of salaries and names of teachers and truant officers for the ensuing school year.

SEC. 18. The Committee on Text-Books and Course of Study shall recommend from time to time such changes in the course of instruction and in the text-books used in the schools as may be deemed expedient; but no change in the course of instruction or in the text-books shall be made until after a full and careful examination and report thereof, and which report shall set forth the reasons for such changes; and no such change shall be made except upon a vote of a majority of the whole Board in favor thereof. It shall also be their duty to procure all apparatus which may be necessary for use in the schools or which may be ordered by the Board.

SEC. 19. The Committee on Buildings and Grounds shall exercise a general supervision over the buildings and their appendages, furniture and grounds belonging to the schools, and the repairs that may be needed, to provide for the warming and ventilation of the several school houses, and to recommend any

improvements in the school buildings and grounds that may be thought necessary.

SEC. 20. The Committee on Janitors and Supplies, at the annual election, shall recommend for appointment the janitors required for the ensuing year; and this Committee shall have the power to fill any vacancies that may occur, which appointments shall be subject to the confirmation of the Board. They shall have authority to regulate the duties of the several janitors of the public schools and recommend to the Board their compensation. It shall also be the duty of this Committee to exercise a general supervision of the various supplies needed for the public schools.

SEC. 21. The Committee on Finance and Auditing shall meet upon the days of the regular meetings of the Board and examine the Treasurer's books and statements and returned orders; also all bills and pay rolls charged to the school fund, and shall report upon the examination of the same to the Board at the meeting next succeeding, with their approval or dissent, as the case may require. No bills shall be paid until the same are ordered to be paid by the Board; provided, that temporary loans made for the benefit of the school fund and all estimates on contracts made by the Board for school purposes may be paid when approved by the Finance and Auditing Committee. They shall also, at the regular meeting for the month of April, state the receipts and expenditures for the fiscal year, and, with the approval of the report by the Board, present the same to the City Council, together with the estimate of school expenses for the ensuing school year, with such recommendations as they may think proper in connection therewith.

SEC. 22. The Secretary shall, by the direction of the Board, issue orders on the School Treasurer for all claims allowed by the Board, such orders to be countersigned by the President.

SEC. 23. The Committee on Rules and Regulations shall, from time to time, prepare such revisions and modifications of the rules and regulations as they may deem expedient and submit them to the Board.

SEC. 24. Each school committee-man shall visit the school under his charge at least once in every four weeks, and shall make a report, from time to time, of the condition of said school,

including a particular statement of the condition of the buildings and grounds, and to recommend any changes and transfers of teachers which he deems for the best interests of the schools. The Committee on the High School shall visit the school from time to time, and shall make a report to the Board of its condition.

SEC. 25. No bill, on any account whatever, shall be contracted or incurred against the Board of Education except upon a written order of a member of this Board, or of the Superintendent or the Secretary, under the authority of this Board, as expressed in its Rules and Regulations, or by a majority vote of its members. Except, however, that the chairmen of the different committees, within their respective jurisdictions, the President of the Board, and the Superintendent and Secretary may, when absolutely necessary, and the matter cannot be deferred until the next regular meeting of the Board, contract such indebtedness to an amount not to exceed $20.00 for that month, but a memorandum thereof shall be made, and the same shall be reported to the Board for approval at its next regular meeting.

That the Secretary is hereby authorized to draw an order each month so that there will always be in her hands a sum not to exceed $10.00, out of which shall be paid postage, express charges, exchange, cartage, and other incidental expenses, and the Secretary shall, at each regular meeting, make an itemized report of such expenditures, and the same shall be entered in the minutes of that meeting.

That orders for teachers' supplies shall be made out and signed by the principals of the respective schools, and shall also be countersigned by the Secretary or Superintendent. Such supplies, when delivered at the school building, shall be receipted for on the order therefor, by the Principal, and the dealer to whom such order is addressed shall then return the same with the itemized bill for the supplies, to the Secretary of the Board.

That orders for coal shall be issued by the Secretary or by the Chairman of the Janitors and Supplies Committee, and the janitors of the respective buildings shall secure and preserve the coal tickets showing the number of pounds delivered during the month at their respective buildings, and just before the last Friday in each month shall deliver to the Secretary such coal tickets.

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That it shall be the duty of members of the Board, or the employes of the Board, when purchasing supplies or materials under proper written orders, to procure from the dealer an itemized bill of the same, which said bill, with his certificate thereon showing the delivery to the Board of such goods, shall be filed with the Secretary as soon as possible, but no such bill shall be necessary where the prices of materials or supplies have been fixed by accepted bids, the return of the order therefor to the Secretary by the dealer being all that will be required.

SEC. 26. The Committee on Janitors and Supplies shall prepare a statement in the month of July of the probable amount of supplies needed for the schools during the year, and invite bids for each kind. The chairman of each Committee by whom bids or proposals are received in accordance with instructions of the Board shall, through the Secretary, notify all members of the Board of the time and place of the meeting for opening such bids or proposals; and no bids or proposals shall be opened unless at least two members of the Board are present.

SEC. 27. Any and all questions arising, and not provided for by the rules of the Board, shall be decided according to parliamentary rules and usages for the government of deliberative bodies—Cushing's Manual being the guide.

ELECTION OF SUPERINTENDENT, TEACHERS, TRUANT OFFICERS AND JANITORS

SECTION 1. The election of Superintendent shall be held at the regular meeting in February of each year. The election of Supervisors, Teachers, Truant Officers and Janitors shall be held on the first Monday of May of each year.

SEC. 2. The election of Superintendent, Supervisors and Principals shall be by ballot. No person shall be deemed elected unless receiving a majority of the votes of the members of the Board.

SEC. 3. Teachers and Truant Officers, on being notified of their election, shall signify in writing their acceptance within ten

days after the reception of the notice; otherwise, their places will be considered vacant, and may be filled at the pleasure of the Board.

SEC. 4. Janitors shall hold their office one year unless sooner discharged.

DUTIES OF THE SECRETARY

SECTION 1. It shall be the duty of the Secretary to attend the meetings of the Board of Education, and make a complete record of its proceedings; to report a list of such bills as may have been audited by the Committee on Finance; to number and file all reports and communications that are accepted by the Board; to keep safely, in such places as may be directed, all books, documents and papers belonging to the school department; to keep a full and fair account of all the receipts and expenditures of the school funds, and to report to the Board the condition of said funds whenever required; to notify the members of the Board of special meetings called according to the rules, and of changes in the time of regular meetings. The Secretary shall annually certify to the Superintendent of McLean County the result of the school census as taken under the direction of the Board, according to the full requirement of the law.

SEC. 2. It shall further be the duty of the Secretary to furnish statistics, and other matters not furnished by the Superintendent, for the annual report of the Board; to purchase such supplies as may be ordered by the Board for the use of the schools; to furnish principals and teachers copies of all rules and resolutions adopted for the regulation of the schools; to keep safely all books and papers of the Board of Examiners, make all necessary arrangements for their meetings, and keep a record of certificates issued by them to teachers; call together committees when ordered by their respective chairmen, and to perform such other duties as may be incumbent by law or imposed by the Board.

SEC. 3. When any subject or matter shall be referred to a committee, either special or standing, it shall be the duty of the Secretary, within a reasonable time thereafter, to notify the chairman of such committee, in writing, of such reference, and furnish him with an abstract of the subject matter thereof.

SEC. 4. It shall be the duty of the Secretary, at the end of the month, to furnish a copy of all additions to or amendments of the rules which may have been adopted during the month, to each member of the Board and teacher in their employ.

SEC. 5. The orders of the Board of Education for labor and supplies shall be given by the Secretary, under the general direction of the proper committees, each committee attending to the supervision of its own department.

SEC. 6. It shall be the duty of the Secretary to preserve at the rooms of the Board a complete list of all articles furnished the several schools.

SEC. 7. It shall also be the duty of the Secretary to assist the Superintendent in the discharge of such duties as may pertain to the position of clerical assistant in the office of said Superintendent, the office hours to be from 8 to 12 a. m., and from 1:30 to 5:30 p. m.

DUTIES OF THE SUPERINTENDENT

SECTION 1. The Superintendent of Public Schools shall act under the advice and direction of the Board of Education, and shall have the superintendence of all the public schools, school houses, books and apparatus. He shall devote himself exclusively to the duties of his office. He shall keep regular office hours, other than school hours, at a place to be provided for that purpose, which shall be the general depository of the books and papers belonging to the Board, and at which the Board shall hold its meetings. He shall acquaint himself with whatever principles and facts may concern the interests of popular education, and with all matters pertaining in any way to the organization, discipline and instruction of the public schools.

SEC. 2. The Superintendent of Schools shall be the executive officer of the Board of Education.

SEC. 3. He shall attend all the meetings of the Board, and shall, when called upon by the Chairman, express his opinion upon any subject under discussion. He shall receive from the principals and teachers of the several schools their reports, shall

classify and present them to the Board at its regular meetings. He shall keep a record of his official proceedings, which shall be subject, at all times, to the inspection of the Board. In case of sickness or temporary absence from the city, he shall notify the President of the Board, and shall make such arrangements for his official duties as may be thought proper. All directions to the pupils or teachers from the Board shall be communicated through the Superintendent.

SEC. 4. He shall ascertain from time to time whether the school district be so divided as to afford equal and uniform advantages to all parts of the city, and report to the Board such changes in the boundaries as may seem likely in any way to improve their classification or lessen the expenses of the schools without prejudice to their objects.

SEC. 5. He shall devise and report to the Board a system of blanks for registers and reports. These blanks shall be specially adapted to show the scholarship and actual attendance of each pupil in the schools, the number of those who are constant and uniform in attendance, and of those who are not, together with the degree of irregularity. He shall also investigate the causes of truancy and irregularity on the part of the pupils, and suggest such checks and remedies as he may deem feasible and proper; and in investigating such matters he may require the aid and services of all the teachers.

SEC. 6. He shall see that the regulations of the schools are uniformly and faithfully observed, and executed in all departments of the schools, and shall direct teachers as to the best modes of instruction and government; in fine, he shall, in every way practicable, advise, aid, and stimulate teachers in the performance of their office and duties.

SEC. 7. It shall be his duty to exercise a general supervision over the warming and ventilation of the several school houses under the charge of the Board of Education.

SEC. 8. The Superintendent may make such repairs and furnish such supplies as may be indispensable before the next meeting of the Board of Education, but shall make a report of the same at the first meeting following such action.

SEC. 9. He shall keep himself and the Board constantly informed of the school systems of other countries, states and cities, their organization, modes of government, the best methods of moral and intellectual education adopted in them, and the general working of their systems; and for this purpose shall effect the best arrangement possible for a regular and permanent exchange of reports between this and other school boards.

SEC. 10. It shall be the duty of the Superintendent of Schools to keep a record of all applicants for positions as teachers in the schools, and a record of teachers' examinations. He shall also keep a record of business transacted at principals' meetings.

SEC. 11. It shall be his duty to see that all teachers are fully employed; and whenever he may ascertain that the time of any teacher is not fully occupied, he may make such transfers of teachers and consolidate such classes of pupils as in his judgment may be deemed necessary; *provided*, that all such transfers and all such consolidations shall be reported to the Board at the next meeting.

SEC. 12. In case of absence or resignation of any teacher the Superintendent may, if he thinks proper, appoint an instructor to fill such vacancy, *pro tempore;* but he shall make a report of any such vacancy or appointment to the Board of Education at the next meeting thereof.

SEC. 13. It shall be the duty of the Superintendent to spend as much time as possible in visiting the schools. At the time of such visit he shall make a record of the general condition of the school and of the progress of each class, and the general efficiency of each teacher as regards the modes of government and instruction pursued by each of the teachers, and the qualities and adaptation of each teacher for the place assigned him; and whenever he doubts the qualification, efficiency, or fitness of a teacher he shall report the same distinctly to the Board. He shall make a report to the Board at its regular meeting each month of the condition of the respective schools, based upon the result of the examination at the time of his visits. He shall also inspect the school grounds and buildings, and furniture and apparatus of the schools, and report to the Board whenever their condition or arrangement is not adapted to the best classification of the schools, or is not convenient.

SEC. 14. He shall have authority to call meetings for the purpose of conferring with the teachers in respect to the best methods of discipline and instruction. He shall have the privilege of calling together, at these meetings, such classes of the schools as he may wish to employ in illustrating the principles presented.

SEC. 15. It shall be the duty of the Superintendent to report to the Board all cases of absence from or tardiness in attendance upon the exercises of teachers' meetings.

SEC. 16. On or before the first regular meeting of the Board in September, he shall present an annual report, giving as particular a view as may be of the progress and condition of each and all of the schools, and suggesting such measures as in his judgment may be material to their improvement.

SEC. 17. In addition to the above duties, he shall perform such others as may be enjoined upon him by the Board.

DUTIES OF SUPERVISORS

SECTION 1. The Supervisor of Music shall have entire charge of the instruction in that branch of study, under the direction of the Superintendent. She shall have authority to call teachers together as often as once every two weeks, to instruct them in music and in methods of presenting this subject to their several classes. She shall visit each school room once each fortnight, for the purpose of promoting progress in this branch of study.

SEC. 2. The Supervisor of Physical Culture shall have charge of that branch of instruction in grades below the High School, under the direction of the Superintendent. He shall visit each school room once each fortnight for the purpose of giving instruction in appropriate exercises for the physical development of pupils.

SEC. 3. Supervisor of Manual Training shall attend to his classes in the Manual Training rooms the same as other department teachers, and shall also supervise the work shops in the ward schools.

SEC. 4. The Supervisor of Drawing shall have entire charge of the instruction in this branch of study, under the direction of the Superintendent. She shall have authority to call the teachers together as often as once every two weeks to instruct them in drawing and in methods of presenting this subject to their classes. She shall visit each room once every fortnight for the purpose of promoting progress in this branch of study.

SEC. 5. The Supervisors of Primary and Grammar Grades shall have charge of the instruction in the subjects of study not specially supervised. They shall assist the Superintendent in arranging a course of study and in seeing that the work outlined is performed methodically and thoroughly. They shall assist teachers in acquiring a thorough knowledge of the several subjects of study, and the most advanced methods of instruction and government. They shall have authority to command the respect and obedience of all pupils of the public schools to the extent necessary for the success of their work. They shall not be regarded as disciplinary officers, nor shall difficult cases of discipline be referred to them.

SEC. 6. Supervisors shall examine monthly reports of pupils and all registers and class-books of their assistant teachers as often as they deem it necessary, and see that all records of the school are neatly, regularly and accurately kept. They shall satisfy themselves, by examination, of the thoroughness of each class in their respective departments of the several schools, and shall report to the Superintendent if there be just cause to doubt the qualifications of any teacher. They shall classify the pupils in the different grades according to their advancement in the various branches pursued by them, and shall see that each department contains as nearly as possible forty pupils. They shall be authorized at any time during the year to promote any pupil to a grade higher than the one to which he belongs, or to send him to the grade next below [subject to the approval of the Superintendent], as they may think the best interests of the pupil and the school require.

SEC. 7. Whenever a Supervisor thinks it will be necessary to reduce a pupil from a higher to a lower grade, he shall give notice of the probable necessity of such a course to the parents of the pupil at least two weeks before he shall take final action in

the case, and shall at the same time send a like notice to the Superintendent of the schools, whose duty it shall be to keep the said notice on file, and, if possible, inquire into the case and suggest such remedy as to him may seem best. If, at the end of the time above prescribed, it shall be found detrimental to the child's best interest and to the progress of the class to retain him or her longer in the grade, the reduction shall be made.

SEC. 8. Supervisors shall keep a record of the time when classes entered upon the work of a given half grade and when they completed the same.

SEC. 9. Supervisors shall keep the Superintendent constantly informed of their whereabouts; they shall keep regular office hours, amounting to at least two hours a week, so that they may be consulted by teachers and others interested in the work under their care. They shall devote their entire energies to the promotion of the welfare of teachers and pupils under their supervision.

DUTIES OF PRINCIPALS

SECTION 1. Principals shall be responsible, under the direction of the Superintendent, for the observance and enforcement of the rules and regulations of the Board of Education, and in the discharge of these duties shall be entitled to the respect and deference of their assistant teachers; shall announce to the other departments, by the ringing of a bell, the hour for opening and for closing, and for recess. They shall see to the safe keeping and protection of the house, furniture, apparatus, fences, trees and shrubbery, and maintain the strictest cleanliness in the school room, in toilet rooms, and in outhouses. They shall forbid the pupils' appearing in or about the yard earlier than twenty minutes before the opening of the school, and prevent them from disturbing, by noise or otherwise, the neighborhood of the school. They shall also take allowable measures to insure order on the part of the pupils in going to and returning from school.

SEC. 2. The principals shall have charge of the original admission of pupils entitled to school privileges in their several districts; but in case of any doubt as to the right of the pupil to

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enter school, or in case the classification of the pupil is undetermined, the matter shall be referred to the Superintendent for adjustment. They shall also have charge of re-admissions after absence, under the rules therefor, and of transfers from one school to another, in case of a change of residence, for each of which a proper transfer shall be given.

SEC. 3. The principal of each school, or person appointed by him, shall carefully supervise the pupils during recess, and prevent them from causing disturbance of any kind, and also from using improper language.

SEC. 4. Principals shall receive and forward to the Superintendent the reports of the schools in their respective buildings. They shall have immediate charge of the room for the highest grade in their respective schools unless otherwise directed by the Board. In this capacity they shall be subject to the rules concerning "Duties of Teachers."

SEC. 5. The principals shall establish such special rules for securing good order in the stairways, halls and school yards under their supervision as shall insure their neat and proper condition, and shall examine them as often as may be necessary for such purpose. They shall be responsible for any want of neatness or cleanliness about their school premises; and they shall have the special oversight and direction of the janitors, under the general supervision of the Superintendent.

SEC. 6. Principals shall, on the first week of the term, file estimates of the supplies needed in their respective schools, and send the same to the Superintendent. The principal shall keep a record of such supplies furnished, and of the amount distributed to each teacher.

SEC. 7. The principals of the ward schools shall be required to make a record of pupils who have completed the work prescribed for the ward schools; and this record shall contain an average of each pupil's standing in each branch of study, also the general average on all the branches, together with the pupil's deportment, and certify the same and present it to the Superintendent on the next to the last Thursday of the school year.

SEC. 8. Principals shall see that the teachers within their respective divisions are promptly notified and duly advised as to

all rules and regulations pertaining to the government and classification of their schools, and that they carry out the same in every particular. For violent and repeated opposition to the authority of any teacher the principal may suspend a pupil from the school. Such pupil by giving satisfactory evidence of amendment, may, by the consent of the Superintendent, be reinstated in the school. In all cases of suspension the principal shall require the teacher to give immediate notice thereof to the parent or guardian of the pupil, and also to the Superintendent; and every such notice shall state the offense for which the suspension is inflicted.

SEC. 9. In cold or stormy weather the principals shall see that one or more rooms are opened for the reception of pupils forty-five minutes before the opening of schools in the forenoon and thirty minutes in the afternoon, the room to be made comfortably warm; and one or more teachers shall be present and exercise a general care over the pupils; and whenever it would be injurious for pupils to go home at noon, on account of the inclement weather or distance from school, the pupils, with the consent of the principal, may be allowed to remain, and suitable provision shall be made for their protection and care, under the eye of a teacher.

SEC. 10. Principals shall determine all questions of discipline in their respective schools between teacher and scholar. Questions of discipline between principal and scholar, or between principal and parent, or between principal and teacher, shall be determined by the Superintendent; and his decision shall be conclusive until action of the Board be had thereon.

SEC. 11. Principals shall make out the pay-rolls for their teachers at the close of each month and deposit the same with the Secretary.

SEC. 12. During the progress of examinations principals may use their discretion to dismiss the pupils upon completion of their work as prescribed for the day.

SEC. 13. Principals shall deliver, at the close of the year, at the office of the Superintendent, a list of school property in their possession, accounting for such as may be removed or seriously injured.

SEC. 14. Principals shall send pay-roll, inventory, annual registers, grade record book, teachers' addresses, corporal punishment report, list of supplies for opening term of following year, list of needed repairs, and record of eighth grade pupils in each branch of study to the office of the Superintendent on the last Wednesday of the school year.

TEACHERS AND THEIR DUTIES

SECTION 1. Teachers elected by the Board may be required to teach in any part of the city, or in any department that, in the judgment of the Board, the interests of the school demand, and may be changed from one school to another whenever the Board shall think such change for the interest of the schools.

SEC. 2. Whenever the records of the Supervisors and principal shall show that any teacher is incompetent for the position he or she may occupy, such teacher may, with the approval of the ward committee-man and the Committee of School Examiners, be discharged by the Superintendent.

SEC. 3. Any teacher may resign his position, provided three weeks' notice of such intention be given the Board. In case a teacher shall leave without giving such notice, all unpaid salary shall be withheld, except in case of sickness or some other cause satisfactory to the Board.

SEC. 4. Teachers shall make themselves familiar with all the school regulations, and shall co-operate with the principal in carrying out the same, with such other special rules as may be made for the government of the school. A faithful compliance with all the rules and instructions given from time to time by the Superintendent and Board shall be one of the principal conditions for the engagement and retention of principals and assistant teachers.

SEC. 5. Teachers who are sick shall receive half pay during the time of their absence, provided that such pay shall not be given for more than twenty days in any school year.

In case a teacher is absent on account of death in the family, or among those with whom the teacher is intimately associated,

the teacher shall not forfeit pay until he has been absent two days; after two days, no pay shall be allowed. In case a teacher is absent on account of sickness in the family no pay shall be allowed during such absence. These rules shall apply alike to all members of the teaching force, whether in the ranks, or principals or supervisors.

When a teacher finds she is unable to be in school she must notify the Secretary in the Superintendent's office at least one hour before time for the opening of school.

When a teacher who has been out of school on account of sickness, or for other cause, is able to return, if she wishes to begin with the morning session, she must notify the Secretary the evening before, or by eight o'clock that morning, in order that the supply teacher may be called off. If she wishes to return at the opening of the afternoon session, she must notify the Secretary before the close of the forenoon session.

In case a teacher fails to give this notice, she shall forfeit one dollar from her wages for that month.

SEC. 6. Teachers shall be in their respective rooms at least twenty minutes before the time for commencing the morning and fifteen minutes before commencing the afternoon sessions, for the purpose of receiving and caring for pupils, and any teacher not then present at such time shall consider himself tardy and report the amount of such tardiness to the Superintendent.

SEC. 7. No teacher shall be absent from any teachers' meeting called by the Board or Superintendent, without an excuse which would justify an absence from school. Teachers not answering to roll call at the first general teachers' meeting on Saturday preceding the opening of school shall forfeit two dollars and fifty cents, unless absent on account of sickness, in which case only one-half of said amount shall be deducted. The school year shall commence with said Saturday.

SEC. 8. It shall be the duty of the teachers to give vigilant attention to the ventilation and temperature of their school rooms, in accordance with the instructions given for the same; they shall endeavor to keep the temperature of the rooms at about seventy degrees Fahrenheit. The thermometers should be so located as to indicate as nearly as practicable the average temperature of the rooms.

SEC. 9. All teachers are required to enter upon the opening exercises of their respective rooms at the *precise* moment appointed and on no account, except severe sickness, shall they dismiss their schools earlier than the appointed time, nor for any day or part of a day, without permission from the Superintendent, under authority of the Board.

SEC. 10. Teachers shall commence the morning session by reading from the Sacred Scriptures, without comment, which may be followed by appropriate singing and by repeating the Lord's Prayer.

SEC. 11. Each teacher shall keep posted a plainly written program of the exercises in his room, which has been either arranged or approved by the Supervisor, and shall not change the same without the consent of the Supervisor. The order of exercises, as set forth in the program, must be *strictly* adhered to, unless the Supervisor permits a change.

SEC. 12. No teacher shall vary the prescribed course of study or use in school other than the adopted text-books, unless as supplementary thereto, by advice of the Superintendent.

SEC. 13. It shall be the duty of each teacher to furnish a monthly report of the attendance, deportment and scholarship of each pupil to the parent or guardian of the same. This report, on being signed by the parent or guardian, shall be returned to the teacher. Make eight individual reports each year. Make the last report of the year on three weeks averages.

SEC. 14. No teacher shall detain a pupil at recess without allowing him to pass out at the close of recess. All pupils shall be required to leave the school room at recess, unless it would occasion an exposure of health, but they shall not be required to *remain* out.

SEC. 15. Teachers may detain a pupil for a reasonable time (not ordinarily to exceed thirty minutes) after the usual hour for dismissing school, either for purposes of discipline or to make up neglected lessons, but no pupil shall be detained at the noon recess, except in case of an emergency, which shall be immediately reported to the Superintendent.

SEC. 16. It shall be the duty of all teachers to read, from time to time, to their respective departments so much of the reg-

ulations of the Board as will give their pupils a just understanding of the rules by which they are governed.

SEC. 17. It shall be the duty of teachers to preserve good order in their respective rooms, watch over the morals of their pupils, and restrain all improper speech and conduct; to report all cases of gross misconduct and immorality to the principal, for counsel and directions; to endeavor to gain the influence and co-operation of *parents* in sustaining the government of the school, and, so far as practicable, to control pupils by the moral influence of kindness and by appeals to the nobler principles of their nature.

SEC. 18. Corporal punishment should be avoided in *all* cases when good discipline can be secured by milder measures. When inflicted, it must be with the consent and in the presence of the principal, and with a flexible instrument. The teacher inflicting the punishment shall make out a full and complete statement in writing of each case, specifying the name of the pupil, offense charged, kind and degree of punishment inflicted, which statement shall be deposited with the Superintendent.

SEC. 19. Whenever the pupils are filing in and out, at opening and closing of the school, and at recess, the teachers are expected to give their personal attention to the preservation of order in the halls and on the stairs.

SEC. 20. Teachers shall require excuses from parents or guardians, either in person or written note, in all cases of absence, tardiness or dismissal before the close of school.

SEC. 21. Whenever a pupil is absent or tardy, without having previously presented an excuse, the teacher must, at the close of the session, send a notice to the parent or guardian of such pupil, informing him of the same.

SEC. 22. Teachers shall weekly inspect the school books used by the pupils, for the purpose of detecting any abuse or damage thereof, and shall require the pupils to keep their books in a neat condition. They shall, as often as necessary, inspect the seats and desks of the pupils, and report to the principal any damage they may have received.

SEC. 23. Whenever any pupil shows unusual ability or application in his studies, the teacher shall report him to the Supervisor for examination with a view to promotion.

SEC. 24. Teachers shall refuse to read or circulate any advertisement of any kind, and shall not permit any person to exhibit any book, map, or other articles, or to announce any entertainment, or distribute upon school premises any books, tracts, or other publications. They shall not permit the taking or soliciting of any contribution of money from pupils for any purpose whatever except by express permission of the Board. Teachers shall not send pupils, during school hours, upon errands not pertaining to the business affairs of the school. Teachers should make themselves acquainted, as far as possible, with the parents of their pupils—in all cases where the pupil is troublesome.

SEC. 25. Any teacher may, upon permission of the Superintendent, be allowed one-half day each semester for the purpose of visiting other schools, to observe the modes of discipline and instruction therein pursued. In all cases of visiting other schools the full school time must be spent.

SEC. 26. Teachers shall keep a permanent record of items given at their respective teachers' meetings, concerning her individual work and the general work of the building.

SEC. 27. Teachers shall make a special report to the Superintendent at the end of each month, when the per cent of attendance of their respective rooms falls below 95.

SEC. 28. Teachers shall leave with the principal at the end of each semester, a class abstract, giving the name of each pupil, record of attendance, for all classes who have just completed grade work; for all other classes she shall add the standing of each pupil in each subject, together with a statement of the amount of work completed. Abstracts may close with the nearest report month. Record the attendance of pupils in grade from the time of entering grade.

SEC. 29. Alternating classes cannot be formed without the consent of the entire Teachers' Committee.

SEC. 30. Teachers should limit the time of pupils allowed to pass from the room during school session. Teachers should

not allow pupils to sit on the window seat or desks. Teachers must not send pupils into the hall to stand in cold weather. Teachers should not ordinarily excuse two pupils from the same room at the same time. Teachers sending pupils to the principal's room for correction should require them to take books with them for study.

SEC. 31. Teachers shall keep an annual register, in which they shall record the name, age, birthplace, residence, and date of admission of each pupil for the first time admitted into the public schools, and also the name and occupation of the parent or guardian, together with the date of suspension and re-admission after the withdrawal and absence under the rules therefor.

SEC. 32. Teachers will not record pupils entering school at noon until the following morning. In all transfers note the vaccination record.

SEC. 33. Teachers will consider pupils who leave the school building or grounds, after entering, without permission, truants, and report them as such.

SEC. 34. At the end of each school year each teacher shall make an annual report of his school, which shall include the following items:

1. Whole number enrolled in annual register.
2. Number received by transfer.
3. Number withdrawn by transfer.
4. Number withdrawn by graduation.
5. Number withdrawn voluntarily.
6. Average number belonging in school.
7. Average daily attendance in school.
8. Per cent of attendance on average belonging.
9. Number of cases of tardiness.
10. Number of cases of truancy.
11. Number of pupils not absent.
12. Number of pupils not tardy.
13. Number in school less than two months.
14. Number in school two months and less than four.
15. Number in school four months and less than six.
16. Number in school six months and less than eight.
17. Number in school eight months and less than nine.

High School Manual Training Shop

18. Number in school nine months.

19. Number registered at the ages of 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21.

20. Number of cases of corporal punishment.

21. Number of pupils who failed to do the work of one semester.

22. Number who did the work of one semester only.

23. Number who did the work of two semesters.

24. Number who did the work of more than two semesters.

25. Number who degraded from grade to grade.

26. Number of suspensions; boys; girls.

27. Number of his own (teacher's) tardinesses.

28. Number of days he has been present as teacher.

Make 14+15+16+17+18+19=1+2—3.

Make 22+23+24+25=1+2—3. In filling these items count pupils on your own annual register and those received by transfer. If pupils have been promoted, call upon your successor for items.

Make total under 20=1; 1 includes 3, but does not include 2.

TRUANT OFFICER

SECTION 1. The Truant Officer shall be on duty from 8:30 to 12 a. m. and from 1:30 to 4:30 p. m. each school day. On Saturdays he shall report for duty at 9 a. m. and if there are any cases to be investigated and reports to be made to parents, or any other work pertaining to his office to be done, he shall attend to the duties as on school days. He shall be under the direct supervision of the Superintendent and shall carry out his instructions and keep him fully informed of all that he does.

PUPILS

SECTION 1. All children living within the city limits, between the ages of six and twenty-one years, are entitled to attend the public schools. But children having only a temporary residence within the city, shall not be received into any of the public schools without payment of tuition.

SEC. 2. New classes shall be formed in the lowest grade of the primary department only at the commencement of the school year in September and in February. Children who will be six years old before December 1 will be admitted on the first day, but such children cannot be received later than October 1. Children who are not six until after December 1, and those who fail to apply for admission before October 1, will be required to wait for a new class of beginners, which will be formed about February 1. Children who are six before April 1 will be admitted to this class if they enter before March 1.

SEC. 3. No pupil shall enter a ward school out of the one to which he belongs, without a special permit from the Teachers' Committee.

SEC. 4. Whenever a pupil shall change his residence to another school ward he shall be entitled to a certificate from the principal of his school, stating the standing at the time of leaving the grade to which he belonged. This certificate shall entitle the pupil to a seat in the school of the ward in which he resides, and to enter a class of the same grade which he left.

SEC. 5. The bell shall be rung five minutes before the time for opening school, and all pupils not in their rooms after the expiration of the five minutes shall be accounted tardy.

SEC. 6. Any pupil having been absent or tardy shall be required on his next attendance to present a written excuse from parent or guardian. Pupils shall not be permitted to leave school or the school premises at recess or at any other time before the regular hour for closing school, without permission of the principal, except in cases of sickness, when the teacher may give permission and afterward report to the principal. Permission shall be given only in case of sickness, or some urgent necessity, or on written request of parent or guardian.

Any pupil who shall leave school during school hours without permission of the principal or teacher shall be regarded as truant and shall be reported to the Truant Officer.

SEC. 7. Sickness of the pupil, severe indisposition in the family, or some pressing emergency, of which the principal shall be judge, shall be considered the only legitimate excuse for absence, but when a pupil is suspended from school according to

the rules of the School Board, his name shall be stricken from the roll. Absence, when the attendance of the pupil would occasion a serious and imprudent exposure of health, shall be regarded the same as absence occasioned by sickness.

SEC. 8. All pupils in the public schools will be required to be punctual and regular in attendance, to conform to the rules and regulations prescribed by the Board and by teachers, to be diligent in study and respectful to teachers, to refrain from the use of profane or vulgar language, to be cleanly in their person and apparel; and, always, in and about the school premises, to conduct themselves in an orderly and becoming manner.

SEC. 9. Any pupil who shall deface, injure or destroy school property shall be charged with the full amount of the damage and it must be paid either by the pupil, parent or guardian.

SEC. 10. Any pupil suspended from school shall not be re-admitted except by written permission of the Superintendent.

SEC. 11. Pupils shall not be entitled to enter any of the public school buildings of the city while under suspension or expulsion.

SEC. 12. Any pupil affected with a contagious disease or from a family so affected, shall not be allowed to remain in school.

SEC. 13. Pupils must be furnished with the books and other articles prescribed for the grade to which they belong, and in order that there be no delay, teachers will at the opening of each semester, or whenever pupils enter school, send to the parent or guardian a list of the articles needed.

Parents who cannot supply their children with the necessary articles within three days after the children enter school, should explain to the teacher.

Indigent pupils will be furnished books.

SEC. 14. The standing of a pupil in the several branches of any grade, shall be found by taking one-half the sum of the average of the teacher's daily estimates, and the average of estimates upon supervisor's examinations. Pupils whose record in each branch of study for an entire semester has not at any time fallen

below 75 per cent shall be promoted without final examination. Pupils may be examined in all studies in which they fall below 75 per cent.

SEC. 15. Pupils in the public schools shall not be allowed a higher grade, who have not obtained an average of 70 per cent in each branch, and a general average of 75 per cent.

SEC. 16. Pupils in the public schools shall not be allowed to discontinue any study, during the school year, except in cases of disability; such disability to be determined by the parent, principal and Superintendent. Whenever a pupil has completed the work prescribed for the ward schools, he shall receive a certificate signed by his teacher, the Superintendent and the President of the Board, which will entitle him to admission to the High School.

SEC. 17. Pupils shall not congregate on or about the school premises before the hour for opening the school rooms.

SEC. 18. Pupils remaining at noon may be required to stay in their respective rooms in a quiet and orderly manner, and when so remaining shall be held responsible for the care of the rooms.

SEC. 19. Sessions of pupils belonging to the first, second and third grades may be four hours net.

SEC. 20. Pupils on being dismissed shall immediately leave the premises.

SEC. 21. Pupils shall not loiter or stand in or about the halls and stairways, and on going through them, and up and down stairs, shall pass in a quiet and orderly manner.

SEC. 22. Pupils shall not be allowed to use or have in their possession, tobacco in any form, on or about the school premises.

SEC. 23. Pupils shall not be allowed to carry fire-arms, slings, or other deadly weapons.

JANITORS AND THEIR DUTIES

SECTION 1. Janitors shall have sole management of the heating apparatus of the building, acting under direction of the principal and Superintendent. They must also attend to the fol-

lowing duties: Sweep thoroughly every school room and stairway each day, the stairways oftener, if necessary; and with a cloth or brush, remove all the dust every morning from the desks, tables, chairs, seats, etc.

SEC. 2. They shall attend daily to the removal of dust from the chalk edges, ceilings, and walls, of their respective school buildings; they shall also remove all snow and ice from the steps of the buildings, and from the sidewalks, both outside and inside the school yard. Wash at least once per month, and oftener, if the principals require, the platforms, floors and stairs. Wash all the inside woodwork and the windows at least twice during the year—once at the spring vacation and once at the close of the summer vacation. Keep the outbuildings neat and clean, washing them as often as in the judgment of the principals, may be necessary.

SEC. 3. They shall keep the house and rooms locked during the absence of the teachers; and shall allow no person to enter or remain, except such as have permission, either from the principal or Superintendent.

SEC. 4. They shall wind the clocks as often as necessary and see that they are properly regulated, the town clock being the standard of time; they shall ring the bells at the proper time, have the care of the school houses and grounds at all hours. They shall clean out the furnaces, flues, smoke ducts, and keep the furnaces, engines, motive power, and other apparatus in proper order and the ashes and cinders removed to the street for the city scavenger cart. During the vacation months as well as during the school term, they shall take charge of the trees, shrubbery and flower beds, keep the lawns neatly trimmed, both those of the school yard and the outside parking, and attend to everything that will make the school houses and premises more attractive, comfortable and healthful.

At each of the school buildings where there is a greenhouse, the janitor at such building shall properly care for all the plants therein, and shall attend to the fires in the greenhouse and keep the temperature at the proper degree.

SEC. 5. The janitor shall be entitled to enter the school rooms, except in the High School, for the purpose of sweeping

and cleaning them, at fifteen minutes past four, whenever his duties make it necessary.

SEC. 6. They shall prepare for use all wood furnished for kindling fires, receive and receipt for the coal when it is put in, make all fires required sufficiently early to have the rooms warm for the reception of the pupils. They shall also perform such duties as the principal, with the approval of the Superintendent, may see fit to require.

SEC. 7. They shall remain at their respective buildings during school hours unless excused by their principals, and shall be held responsible for the care of the premises during the whole year, and shall report to the principal or Superintendent any damages to property.

SEC. 8. They shall assist the principal and teachers in maintaining proper police regulations about the premises.

SEC. 9. They shall set all panes of glass when broken, and it shall be their duty to make the minor repairs of fences, sidewalks, doors, desks, chairs, etc.

SEC. 10. The two weeks preceding the opening of the fall term the janitors shall devote to the preparation of the buildings for the school term.

SEC. 11. They shall receive such compensation for their services as the Board may allow.

HIGH SCHOOL

SECTION 1. In order to graduate from the High School a pupil must have thirty-two credits. A credit is given for satisfactory work in one study, five recitations a week, for one semester. While the work is largely elective, the following groupings of subjects are suggested: A Classical Course, a Latin-Scientific Course, a General Course, a Commercial Course and a Manual Training Course. The General, the Manual Training and the Business courses shall be arranged so as to omit both the Latin and the Greek languages; but the pupil may be allowed to substitute Latin in place of certain studies in any one of these courses.

SEC. 2. The regular examination of candidates for admission to the High School shall be held under the direction of the Superintendent, during the week of the close of the school year, and a second examination may be held at his discretion. This examination shall cover all subjects taught in the ward schools, and no pupil who has within one year been a member of any of the ward schools, shall be admitted to examination unless he present either a certificate from his teacher stating that he has completed the work of the ward schools, or a recommendation from his teacher that he be given a trial.

SEC. 3. No pupil shall be admitted to the school until he has passed the required examination, but if on the first trial he fail on one or two branches only, he shall be given an opportunity for a second examination upon those subjects.

SEC. 4. Any pupil who presents testimonials of membership in the High School of any other city, may, after passing the examination required of pupils from the ward schools, enter any class for which such testimonials show him to be prepared.

SEC. 5. The standard for admission and graduation shall not be less than 70 per cent in each branch, with a general average of 75 per cent.

SEC. 6. Whenever a pupil has entered upon any one of the prescribed courses of study, he shall be required to pursue regularly the branches of that course, unless excused by the principal of the school, and the principal may require a written or personal application from the parent or guardian of the pupil before granting such excuse. No credit will be given in any language for less than two semesters' work.

SEC. 7. The progress of each class in the school shall be tested from time to time, by examinations held under the direction of the principal. The questions may be furnished by the Superintendent of Schools, or principal of High School, and the results examined by the principal or teachers of the High School.

SEC. 8. Every pupil shall receive eight reports of his attendance, scholarship and deportment during the school year.

SEC. 9. Whenever any pupil has successfully completed any required course of study he shall be declared a graduate of the

school, and shall receive a diploma from the Board of Education. Such diploma may state what subjects constituted his course.

SEC. 10. The principal of the High School shall have under his charge the pupils of the High School. All promotions from class to class shall be under his direction. He shall see that the course of study is strictly followed, that the prescribed text-books are used, and that the rules for the government of the school are observed. He shall make reports of the attendance and absence of teachers and pupils according to forms adopted by the Board and furnished by the Secretary.

SEC. 11. The principal of the High School shall have authority to suspend a pupil for any cause which he may deem sufficient, but he shall in every case immediately report such suspension, with the cause thereof, to the parent or guardian of the pupil and to the Superintendent, who shall have the power to take such action as the case may demand.

SEC. 12. At the close of each year the principal shall cause to be recorded in a permanent form the attendance, deportment and standing in each study of every pupil who has been a member of the school for six consecutive weeks. He shall also make a report to the Board of Education, giving a history of the year's work and making such suggestions in regard to the course of study, classification and discipline as will in his judgment, be of interest to the Board and of advantage to the school.

SEC. 13. All matter prepared by High School pupils, or for them, to be printed, of whatever character, and all orations, speeches, essays or papers, to be given by High School pupils, publicly or before the school, must pass under the inspection of the High School Principal or the City Superintendent. Any pupil failing to observe this rule, or printing or giving in the presence of a public audience, or the school, anything that has not been passed upon favorably by either the High School Principal or Superintendent, lays himself liable to suspension.

All gatherings under the High School class names or organizations, wherever held, can be held only with the permission of the High School Principal or Superintendent; and a permit will be given only when there is assurance that there will be no objectionable conduct.

High School Manual Training Products in the Home

Class rushes and color rushes are strictly forbidden in and about the High School building and premises.

All defacing of the school premises by putting up posters and scattering litter about the school ground or any other means of detracting from the appearance of the school premises is forbidden.

Entering the High School building for other than school purposes, or anything of class spirit that borders on rowdyism, is strictly forbidden.

SCHOOL TERMS AND SESSIONS

SECTION 1. The school year shall consist of thirty-six weeks, divided into two semesters. These semesters shall commence and close at the direction of the Board.

SEC. 2. The school shall continue five days in each week.

SEC. 3. In all schools the morning session shall commence at 9 o'clock a. m. and close at 12 m. The afternoon session shall commence at 1:30 p. m. and close at 4 p. m. with the following exceptions:

Raymond School and Sheridan School are permitted to commence the afternoon session at 1 o'clock and close at 3:30. The High School may close its afternoon session at 3 o'clock, and during the spring term may hold single sessions commencing at 8 o'clock a. m. The session of the district schools may close at 3 o'clock on Friday afternoon.

The sessions of the first, second and third grades may be four hours exclusive of recess.

Recesses shall be at the discretion of the Superintendent; *provided*, that there shall not be less than one recess each session.

SEC. 4. All Thanksgiving days appointed by the state or general government, New Years and Christmas, may be regarded as holidays. When any of these days falls on Thursday the school may be closed for the remainder of the week. No school shall be dismissed on any other day except by permission of the Board or Superintendent.

RULES RELATING TO SCHOOL MEMBERSHIP

RULE 1. When a parent or guardian sends notice of the withdrawal of a pupil from school, or whenever a teacher has satisfactory evidence that a pupil has left school without the intention of returning, such pupil's name shall be stricken from the roll.

RULE 2. When a pupil is suspended from school according to the rules of the Board, for whatever cause, his name shall be stricken from the roll.

RULE 3. When a pupil is absent from school more than three consecutive school days, on account of sickness, his name shall be stricken from the roll at the end of the three days.

RULE 4. For the purpose contemplated in the foregoing rules, any pupil shall be considered as absent whose attendance at school shall not continue for at least one-half of the regular school session of the half days.

RULE 5. For instruction to principals as to what is considered legitimate absence see Rule 7 for pupils.

RULE 6. Do not register the names of pupils the first week of the school year, but keep the attendance on loose paper, which afterward transfer to the register.

RULE 7. Register the names in alphabetical order, as far as practicable, boys and girls on separate pages. Record the age of each pupil at the time of entering the name on the register. Put down the age in years, the nearest birthday.

RULE 8. Mark presence, not absence.

RULE 9. When a pupil enters school at some time after the beginning of the school year, note it on the register by the letter *E*; when a pupil withdraws, *W*; when re-entered, by *R*; when transferred to another school in the city, by *Tr*; when received from another school in the city, by *R. T.*; when suspended, *Sus.*, and when absent and a valid excuse rendered, note it by a small *e* over the mark of absence; when tardy, by the figure which indicates the number of minutes tardy.

RULE 10. At the close of each month enter opposite the pupil's name for that month the number of days present and the number of days absent and the amount of time lost by tardiness.

RULE 11. A new enrollment shall be made each month, and all pupils attending during the month, shall be considered as belonging, and in calculating percentages no deductions shall be made.

RULE 12. No record of attendance shall be kept for any half day, unless the schools have been in session for at least one-half of the half day.

RULE 13. Any pupil that shall be absent from the school room at a definite time previously fixed for the beginning of the session, shall be marked tardy; except in case where a pupil, after having been present in the school room, shall be sent by the teacher into other parts of the school building, or upon the school premises to attend to business connected with the school.

RULE 14. The average daily attendance shall be found by dividing the whole number of days *present* by the number of days of school.

RULE 15. The per cent of attendance shall be found by dividing one hundred times the average daily attendance by the monthly enrollment.

RULE 16. Obtain the "average number belonging," by dividing the "whole number of days present" for the month, by the "number of days school was in session."

RULE 17. In making reports, notice that the "number registered" in daily record of attendance is never diminished, but is increased by the "new pupils entered," and those "received by transfer," but not by the "number re-entered." Notice also that the "number remaining at last report" *plus all* the "accessions" *minus all* the "losses" must equal the "number remaining at date."

MISCELLANEOUS

SECTION 1. Public school buildings or premises shall not be rented or permitted to be occupied or used for any other purpose whatsoever than for public schools, except by consent of the Board in session.

SEC. 2. Contracts for school supplies shall only be awarded after due notice has been given to dealers in the articles required.

SEC. 3. No principal or teacher shall be employed in the Bloomington public schools unless he has already taught in the public schools of Bloomington; or is a graduate of a normal school; or of a college; or of a high school, and if a high school graduate, must have had three years of successful experience in teaching. All nominations for principals' and teachers' positions shall come from the Superintendent, and only those so nominated shall be employed.

SEC. 4. Telephones shall not be used by pupils; teachers may talk for them. The central telephone station shall be requested not to call the various schools between the hours of 9 and 11:45 a. m. and 1:30 and 3:45 p. m. This rule applies to all schools except the High School.

SEC. 5. The salaries of teachers shall be paid according to a schedule to be arranged at the beginning of each school year, and each payment shall be in full for the service reported by the principal.

SEC. 6. All salaries shall be fixed in advance of appointments and elections. The salary of any officer, teacher or janitor shall not be diminished, either directly or indirectly, during the year for which he or she may be employed, nor increased during the same time, except in case the Board require service other than, and in addition to, those for which the person was appointed.

SEC. 7. Complaints to the Superintendent which are of a serious nature shall be stated in writing, over the signature of the party making the complaint, and shall state specifically the nature and cause of the abuse charged. All such written complaints shall be submitted to the Board at its next regular meeting, by the Superintendent, together with any counter statement or explanation, made by the teacher in writing.

SEC. 8. The rate of tuition to non-resident pupils shall be. $1.50 per month in the ward schools and $3.25 a month in the High School. Tuition shall be paid by the term in advance.

SEC. 9. All resolutions and orders of the Board contrary to, or inconsistent with, any of the foregoing rules, are hereby repealed.

DISTRICT BOUNDARIES

The City of Bloomington is divided into ten school districts, as follows:

Franklin School District includes that portion of the city bounded on the north by the city limits, on the east by the track of the Illinois Central Railway, on the south by a line midway between Locust and Mulberry streets, and on the west by a line midway between Main and Center Streets.

Jefferson School District includes that portion of the city bounded on the north by the Franklin School District, on the east by the track of the Illinois Central Railway, on the south by a line midway between Front and Grove Streets, and on the west by the mid-line of Main Street.

Washington School District includes that portion of the city which lies east of the track of the Illinois Central Railway. Seventh and eighth grade pupils from this school will attend Jefferson School.

Emerson School District includes that portion of the city bounded on the north by the Jefferson School District, on the east by the Washington School District, on the south by the city limits, and on the west by the track of the Big Four Railway and the mid-line of Main street.

Lincoln School District is bounded on the north by the mid-line of Moulton street from Summit Street to Main Street, from Main Street to the city limits by the track of the Big Four Railway, on the east by the track of the Big Four Railway, on the south by the city limits, and on the west by a continuation of the mid-line of Allin street from Moulton street to the city limits and by the mid-line of Main Street from Moulton Street to the track of the Big Four Railway.

Irving School District is bounded on the north by the tracks of the Big Four Railway, on the east and south by the Lincoln School District and the city limits, and on the west by the track of the Chicago & Alton Railway.

Edwards School District is bounded on the north by the mid-line of Market Street from the city limits to the track of the Chicago & Alton Railway; from the Chicago & Alton Railway to Main Street it is bounded by a line midway between Locust and Chestnut Streets. It is bounded on the east by the mid-line of

Main Street, on the south by the track of the Lake Erie & Western Railway to the mid-line of Washington Street, thence west to the city limits. It is bounded on the west by the city limits.

Raymond School District includes that portion of the city south of the mid-line of Washington Street and west of the track of the Chicago & Alton Railway.

Sheridan School District includes that portion of the city north of the mid-line of Market Street and west of the track of the Chicago & Alton Railway, except the part north of Seminary Avenue and east of Ewing Street. Pupils living on Ewing Street may attend Hawthorne School.

Hawthorne School District includes that part of the city which is bounded on the north by the city limits, on the east by the Franklin School District, on the south by the Edwards School District, and on the west by the Sheridan School District.

SCHOOL LAWS

CHARTER AND AMENDMENTS

An Act to Establish and Regulate a System of Public Schools in the City of Bloomington:

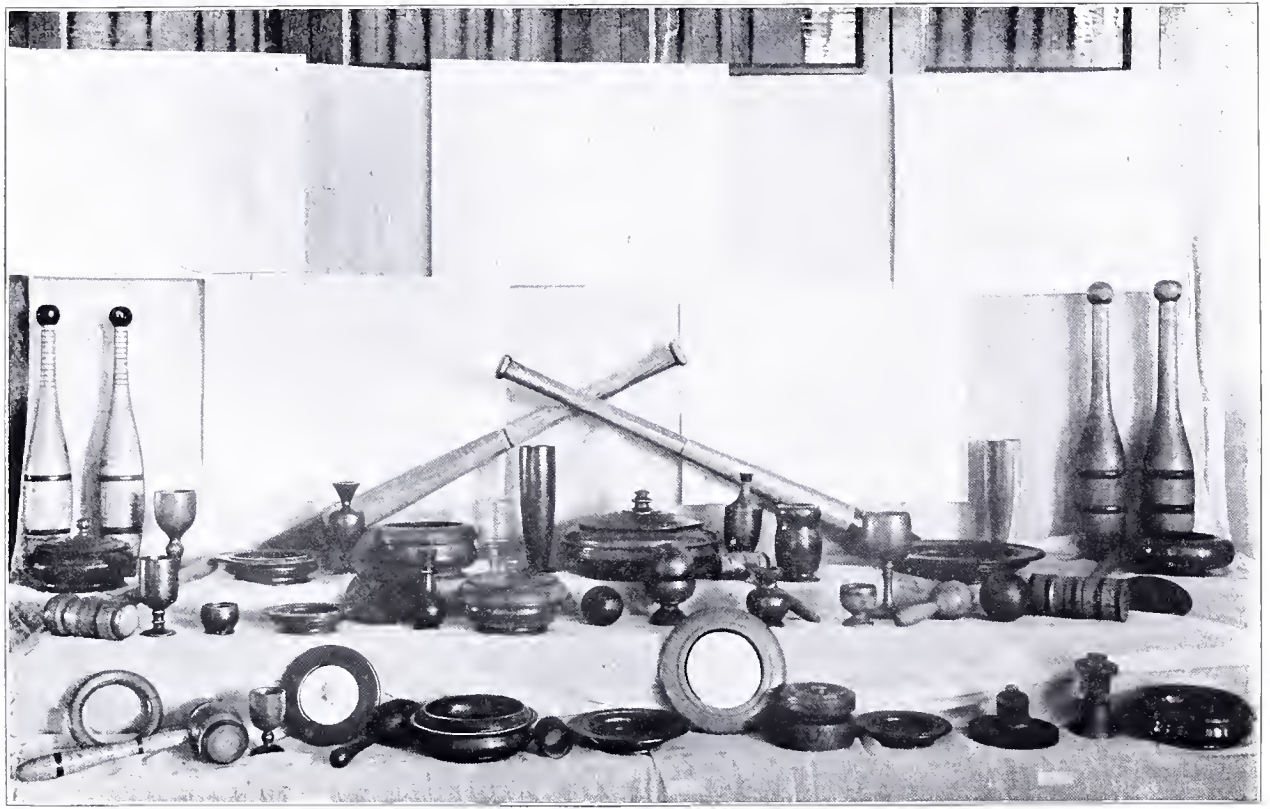
[In force Feb. 16, 1857.]

SECTION 1. Election of Board—term of office.
" 2. Board to elect officers—treasurer, etc.
" 3. City exempt from jurisdiction of trustees—distribution of funds, etc.
" 4. Meetings—quorum, etc.
" 5. Power of Board—city to constitute one district.
" 6. Board to establish schools—admission, etc.
" 7. Power to make rules, etc.
" 8. Report of Board—tax, etc.
" 9. Titles of school property to be in Board.
" 10. Examiners—dates of, etc.
" 11. School examinations.
" 12. Repeal.
" 13. When to take effect.

SECTION 1. ELECTION OF BOARD—TERM OF OFFICE.] *Be it enacted by the People of the State of Illinois, represented in the General Assembly:* That there shall be elected biennially in the City of Bloomington, by the qualified electors of said city, a Board of Education, to consist of seven members, which shall be denominated the Board of Education, and the persons so elected shall be residents of said city, and shall hold their office for the term of two years, until their successors shall be elected and qualified. The first election for said members of the Board of Education shall be holden on the first Monday in April, A. D., 1857, and on the first Monday of April biennially thereafter. The meetings for said election shall be notified and called, and the poll-book opened and kept, the votes canvassed and the returns made in the same manner as the election of mayor and aldermen; the seven persons having the highest number of votes shall be declared

elected, and the city clerk immediately upon the result of the election being made known by the proper returns, shall notify the several persons so elected of their election.

SEC. 2. BOARD TO ELECT OFFICERS—TREASURER, ETC.] The Board of Education shall, within two days after their election, or as soon thereafter as convenient, meet within said city, the time and place of meeting shall be made known to all the members of said Board in writing, by any two of the persons so elected; when convened, the Board shall organize by electing one of their number President, and appointing by ballot some competent person to be Secretary of the Board, who may or may not be a member of the Board, and also appoint a Treasurer. The President shall preside at all meetings of the Board and perform all the duties of presiding officer. The Secretary shall keep a record of the proceedings of the Board in a book to be provided for that purpose by the Board, and shall perform such other duties in relation to the schools in said city as shall be required of him by the rules and regulations to be made and established by the Board. The President, Secretary and Treasurer shall hold their offices for a term of two years, and until their successors shall be elected and qualified. The Secretary and Treasurer shall be subject to removal for good cause, by a vote of majority of said Board, and in case of such removal, the Board shall appoint a competent person to fill the vacancy. The Treasurer shall give bond with good and sufficient securities to the City of Bloomington, such bond to be approved by said Board in such sum as the Board shall determine, but to be in all cases as nearly as can be ascertained, in double the amount of all moneys that will at any time come into his hands, and conditioned for the performance of his duties as such Treasurer, and especially faithfully to keep, and from time to time pay over upon the order of the Board, all moneys that he shall receive as such Treasurer, and for any breach of the condition of said bond, as such shall be prosecuted in the name of said city against the said Treasurer, under the direction and supervision of said Board, and all moneys realized from a judgment recovered against any Treasurer for a breach of the conditions of his bond, shall go into the treasury of the Board, to be used as other school moneys are used. The Treasurer shall keep a true and accurate account of all money received and



Lathe Work by High School Boys

paid out by him, for what purposes, upon what and whose account. But he shall pay out no money except upon order of the Board; for all money paid out he shall take and file with the papers of his office proper vouchers. He shall settle his account with the Board at least once each year, and oftener if the Board shall so require.

SEC. 3. CITY EXEMPT FROM JURISDICTION OF TRUSTEES—DISTRIBUTION OF FUNDS, ETC.] The said City of Bloomington shall be exempt from the jurisdiction of Trustees of Schools in the township in which said City of Bloomington is located, so far as common schools are concerned, and the School Commissioner of McLean county shall, in the distribution of the school fund that may come into his hands, apportion so much of the school fund as the City of Bloomington may be entitled to, upon a *pro rata* distribution of said funds among the several townships of said county, to the said City of Bloomington; and upon the filing of the bond of the Treasurer of the said Board of Education, the said School Commissioner shall pay over to the said Treasurer the amount due said city. All taxes levied in accordance with the provisions of this act, shall be paid over by the officer collecting the same, to the Treasurer of the Board of Education, and upon all moneys passing through his hands, the said Treasurer shall be allowed to retain two per centum. If any vacancy shall occur in the Board of Education between the times of the biennial election, by death, resignation or removal from the limits of the city, the remaining members of the Board shall fill said vacancy by appointment; and the person so appointed shall hold his office until the next biennial election for members of the Board. The said Board of Education shall be capable of contracting and being contracted with, suing and being sued, pleading and being impleaded, in any court of law or equity in this State; and shall also be capable of receiving any gift, grant, donation or devise made for the use of the common school in said city.

SEC. 4. MEETINGS, QUORUM, ETC.] The said Board shall hold their meetings at such times and place as they may think proper; that any four of said Board shall constitute a quorum; that special meetings may be called by the President, or any two members of the Board, on giving two days' notice of the time and place of holding such meetings, but at no special meeting except

all the members of the Board are present, shall any resolution in relation to sites for school houses, or financial resolution, or order be passed, unless the two days' notice as aforesaid be given, and the subject or subjects to be acted on be specified in the notice.

SEC. 5. POWER OF BOARD—CITY TO CONSTITUTE ONE DISTRICT.] The said Board of Education shall have the entire management and control of all the common schools in said City of Bloomington, and of all the houses, lands and appurtenances already provided and set apart for common school purposes, as well as those hereafter to be provided for the same purposes; and the said City of Bloomington shall, from and after the first Monday of April next, constitute but one School District; and all moneys accruing to said District, for school purposes, under any law of the State, shall be paid over to the Treasurer of said Board of Education.

SEC. 6. BOARD TO ESTABLISH SCHOOLS—ADMISSION, ETC.] It shall be the duty of said Board of Education, so soon as they may realize sufficient funds for the purpose, to establish within the bounds of the City of Bloomington, a sufficient number of primary, secondary and grammar schools to accommodate all the children of said city, and they shall also establish a city high school, in said city, of a grade above the grammar school. To each school in this system there shall be gratuitous admission for the children, wards and apprentices of all the residents of the City of Bloomington, and of such other persons living in the immediate vicinity as may own property, charged with a school tax in said City of Bloomington, with the following restrictions, viz.: No pupil shall be admitted to the secondary, grammar or high schools who fails to sustain a thorough examination in the studies of the school of the next lower grade, and the teachers in either school shall have power in accordance with the rules and regulations of the Board of Education, to exclude pupils for misconduct or non-attendance.

SEC. 7. POWER TO MAKE RULES, ETC.] The said Board of Education shall have power to make and enforce all necessary rules and regulations for the government of teachers and pupils in said schools to employ teachers, male and female, from among

those who have received a certificate from the city examiners and pay them a suitable compensation; to purchase all necessary books and apparatus; to select sites for school houses, and superintend the building of the same upon their own plan, and to pay for the lands and houses and furniture as well as the other expenses of said school system, from the public moneys in the hands of the Treasurer of said Board.

SEC. 8. REPORTS OF BOARD—TAX, ETC.] The said Board of Education, within thirty days after their organization, shall report to the City Council of the City of Bloomington, the number and descriptions of buildings necessary for the purpose of common schools in said city, which report shall be in writing, and shall specify the amount of money necessary to be raised to meet the expense of erecting such buildings, and said Board shall also specify in said report the amount of money necessary to be raised in addition to the money accruing to said city under the General School Law of this State, to defray all the other expenses of said school system during the current year, and thereupon the said City Council shall proceed to levy a tax sufficient to meet such expenses of building and repairing school houses, and the expense attendant upon the maintenance of said free schools in said city during the whole year, customary vacations only excepted, said taxes to be levied and collected as the other taxes of said city are or may be collected: *Provided*, said tax shall not exceed five mills on the dollar of the taxable property of said city, and it shall be the duty of said Board, on or before the first Monday in April in every year thereafter, to make a report in writing to the City Council of all moneys received, how, and for what purpose expended, with the proper vouchers, and give such other information in relation to said schools as they may deem important, specifying in said annual report the amount of money necessary to be raised by taxation to defray the expenses of said school system, and the City Council shall, annually, upon the coming in of such report, and within thirty days thereafter, proceed to levy a tax sufficient to meet such expenses, to be levied and collected as the other taxes of said city: *Provided*, said taxes shall not exceed five mills on the dollar of the taxable property of said city, and the said City Council shall cause all such reports of the Board of Education to be published, or so much thereof as they

may deem necessary, the reports being left with the Mayor of the city, open to public inspection.

SEC. 9. TITLES OF SCHOOL PROPERTY TO BE IN BOARD.] All legal titles to lands and houses and other property used for common school purposes in the City of Bloomington shall vest in said Board of Education at the taking effect of this act; and all the titles acquired thereafter shall be in the name of said Board of Education, and said Board of Education shall have the power to sell, lease and convey, any and all of the lands and tenements held under and by virtue of this act, and to purchase other lands and tenements in more eligible positions.

SEC. 10. EXAMINERS, DUTIES OF, ETC.] The said Board of Education shall, immediately upon their election as herein before provided, appoint three competent persons to serve as school examiners of said city, all of whom shall be citizens of Bloomington, to serve for two years; one of whom they shall designate as City School Superintendent; and it shall be his duty to visit, inspect and exercise a general control over said system of schools, subject to the direction of said Board, and be compensated for his service as said Board may from time to time determine; and, biennially thereafter the said Board shall appoint three competent persons to act as school examiners for said city; the said examiners, or any two of them, shall examine such persons as shall apply for that purpose, and, if they find the applicant qualified to teach, they shall give him or her a certificate naming the branches he or she is found qualified to teach, showing that they have inquired into his or her character, and believe it to be moral and good, and that he or she is qualified to govern and teach; the said examiners shall also recommend suitable text-books to be adopted by the said Board of Education for the use of schools, and semi-annually report the condition of said schools to the City Council, the publication of which shall be at the discretion of the said Council.

SEC. 11. SCHOOL EXAMINATIONS.] Annually, at such time as the Board shall appoint, public examinations of all the schools shall be had, under the direction of the Board of Education and the Examiners.

SEC. 12. REPEAL.] So much of the General School Law, and so much of all other laws of this State, general or local, as may be inconsistent with this act, are repealed as to said City of Bloomington.

SEC. 13. WHEN TO TAKE EFFECT.] This act shall take effect from and after its passage.

An Act to Provide Amendments to the Bloomington School Law:

[Approved Feb. 16, 1865.]

SECTION 1. Amendment to School Law.
" 2. Section 10 amended.
" 3. Place of holding elections.
" 4. Power of Board to borrow money.
" 5. Approval of these amendments.

SECTION 1. AMENDMENT OF SCHOOL LAW.] *Be it enacted by the People of the State of Illinois, represented in the General Assembly:* That the Act entitled, "An Act to establish and regulate a system of Public Schools in the City of Bloomington," approved Feb. 16, 1857, be and the same is hereby amended to read as follows, to-wit: "The words 'and of such other persons living in the immediate vicinity as may own property charged with a school tax in said City of Bloomington,' in the sixth section of said act, are stricken out. Also in the eighth section of said act, the word 'five' in both places where it occurs before the word 'mills,' shall be and is hereby changed to 'ten,' so that it shall read in both places ten mills on the dollar of the taxable property of said city, instead of 'five mills.'"

SEC. 2. SECTION TEN AMENDED.] That the tenth section of said act be and is hereby so amended that the said Board of Education are hereby authorized to choose the "examiners" provided for in said section, one or all of them, from the members of said Board.

SEC. 3. PLACE OF HOLDING ELECTIONS.] That hereafter all elections under said school law shall be held at one place, to-wit: At the court house in said City of Bloomington, instead of in the several wards as heretofore.

SEC. 4. POWER OF BOARD TO BORROW MONEY.] That the said Board of Education are hereby authorized to borrow money

on the signature of its President and Secretary (having been previously authorized to do so by the Board at one of its legal meetings), at a rate of interest not to exceed ten per cent per annum, for the purpose of purchasing sites, building and repairing school houses, or furnishing the same, to an amount not to exceed for any one loan one-half of the probable sum to be realized from the taxes of the succeeding year, to be paid out of said taxes when paid in all cases.

SEC. 5. APPROVAL OF THESE AMENDMENTS.] These amendments shall take effect and be in force from and after their approval by the legal voters of said city at the regular election for members of the Board of Education, in April next (1865), at which election the question shall be submitted in the following manner: Ballots shall be prepared "for the amendments to the school law," and "against the amendments to the school law;" and if more ballots shall be cast for than against said amendments, then said amendments shall, from that date, be and become a part of the school law of said City of Bloomington. But if more votes shall be cast against than for the said amendments, then said amendments shall not become a portion of said school law.

An Act to amend an Act entitled, "An Act to Establish and Regulate a System of Public Schools in the City of Bloomington:

[Approved Feb. 22, 1867.]

SECTION 1. Amendment.
" 2. Purpose of amendment.
" 3. Power to issue bonds.
" 4. To whom payable—how executed.
" 5. Bonds due—how met.
" 6. Bonds to be a lien, etc.
" 7. When in force.

SECTION 1. AMENDMENT.] *Be it enacted by the People of the State of Illinois, represented in the General Assembly:* That the Act entitled, "An Act to establish and regulate a system of public schools in the City of Bloomington," be and the same is hereby amended as follows:

SEC. 2. PURPOSE OF AMENDMENT.] That in addition to the power and authority vested in the Board of Education of the City of Bloomington by the Act to which this is an amendment,

and the former amendment thereto, and for the purpose of enabling said Board to purchase proper sites for school houses, to erect suitable buildings thereon, and to finish and furnish all of their school houses in a proper manner, the said Board of Education shall have the power, and they are hereby vested with the authority following:

SEC. 3. POWER TO ISSUE BONDS.] To issue bonds of such denominations and in such sums as they may deem proper, not to exceed in the aggregate the sum of one hundred thousand dollars, bearing interest payable annually or semi-annually, at a rate not to exceed ten per cent per annum. Said bonds to be made payable not less than five years nor more than twenty years from their dates respectively, and not to exceed ten thousand dollars of said bonds, shall be made payable or fall due in any one year.

SEC. 4. TO WHOM PAYABLE—HOW EXECUTED.] That each and all of said bonds, so to be issued as aforesaid, shall be made payable to the order of some particular person therein set forth and named, and shall be executed by the Board of Education, under their seal, by and through their President and Secretary, and shall also be countersigned by the Treasurer of said Board. And it shall also be the duty of said Secretary and Treasurer, each to keep in a book provided for that purpose, an accurate list of all bonds so issued, with a full description thereof.

SEC. 5. BONDS DUE—HOW MET.] On any year hereafter when the principal of any series of said bonds shall fall due; or on any year when the interest upon said bonds shall accrue to a larger amount than there shall be funds in the hands of the Treasurer of said Board to pay from the present tax now authorized to be levied by law, the said Board of Education shall, in their annual report preceding the falling due of said bonds, or the accruing of said interest (as provided for in section eight of the act to which this is an amendment), certify to the City Council of said city, the amount so to fall due and become payable, by the maturity of said bonds or the accruing of said interest in addition to the other expenses and moneys to be raised by tax, and reported to said Council as provided in said section eight of said original act; and the said City Council shall thereupon proceed to levy a tax sufficient to meet the amount so to fall due by the maturity of

said bonds or the accruing of said interest, in addition to the amount now authorized by said original act and an amendment thereto, to be levied and collected: *Provided*, That the additional tax be authorized to be levied and collected by this act shall not exceed in any one year one cent on the dollar of all the taxable property of said city, and the said additional tax shall be collected, paid over and treated in all respects in the same manner as other taxes levied for school purposes by said city, as provided for in said city, as provided for in said original act, and the said amendment thereto.

SEC. 6. BONDS TO BE A LIEN, ETC.] All the real estate, buildings and property of said Board of Education in said city, shall be liable for the payment of said bonds and the interest thereon, and the said bonds shall be and become a lien upon said real estate from their date, and in the order in which the same are issued, and shall so remain until the full payment thereof.

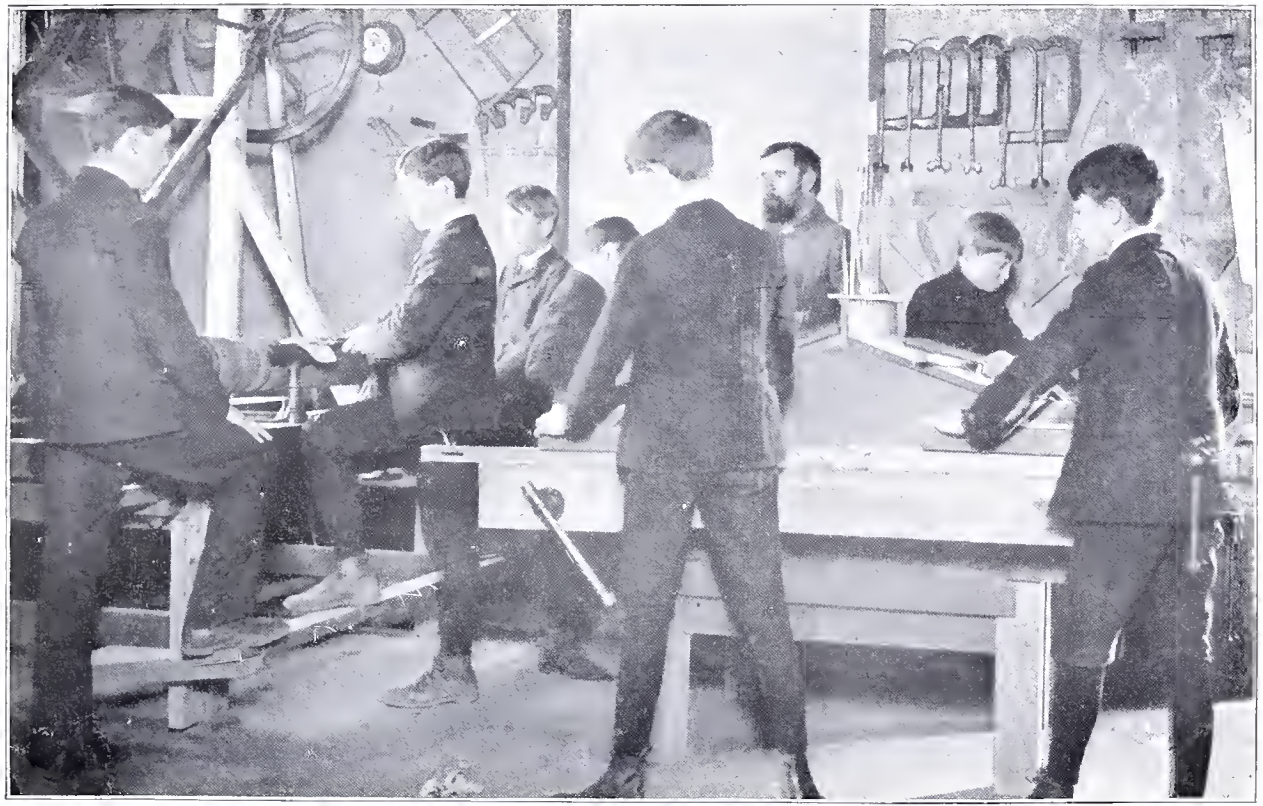
SEC. 7. WHEN IN FORCE.] This act shall take effect and be in force from and after its passage.

An Act to amend an Act entitled, "An Act to Establish and Regulate a System of Public Schools in the City of Bloomington." Approved February 22, 1857, and amendments thereto:

[In force March 31, 1869.]

SECTION 1. School Law amended.
" 2. Amendment of Section 2.
" 3. Raising money—vote—tax, etc.
" 4. When in force.

SECTION 1. SCHOOL LAW AMENDED.] *Be it enacted by the People of the State of Illinois, represented in the General Assembly:* That an Act entitled, "An Act to establish and regulate a system of Public Schools in the City of Bloomington, approved February 22, 1857, and amendments thereto, be and the same is hereby amended as follows, to-wit: That the Board of Education of [the] City of Bloomington shall, at their first meeting after the election to be holden on the first Monday in April, A. D. 1869, draw lots for their respective terms of office—two to serve one year, two to serve two years, and three to serve three years, and until their successors in office are elected and qualified. And hereafter



Work-shop at the Emerson School

elections shall be held annually, on the first Monday in April, to fill all vacancies: *Provided*, If any vacancies shall occur in the said Board of Education between the times of the said annual elections, the remaining members of the said Board of Education shall fill said vacancies by appointment; and the person or persons so appointed shall hold said office until the next annual election for members of said Board: *And, provided, also*, That all school elections in the City of Bloomington shall be exempt from all the registry laws of the State.

SEC. 2. AMENDMENT OF SECTION 2.] That the second section of this act be and is hereby so amended that the clause, "by any two persons so elected," shall read "by the Secretary of the Board;" and also the clause, "for the term of two years," be so amended as to read "for the term of one year;" also section ten (10) of the same act be so amended that the clause, "to serve two years, one of whom they shall designate City School Superintendent," as to read, "to serve for the term of one year, and shall have power to elect a City School Superintendent," (who shall be a member of the Committee of School Examiners,) at such time and in such manner as shall be fixed by the rules and regulations of the Board, and it shall be his duty to visit," etc., as provided in said act.

SEC. 3. RAISING MONEY—VOTE—TAX, ETC.] That the said Board of Education shall have power, when, in their judgment, more money is required than is now provided for in said act and amendments thereto, by taxation or otherwise, to build additional school buidings, to purchase grounds, or to make additional improvements on buildings, grounds or furniture, to call a school election of the qualified voters of said City of Bloomington, by giving twenty days' notice, to vote whether the Board of Education shall be authorized to issue and sell additional bonds, or be empowered to levy additional taxes for said purposes; and said notice shall specify the amount of bonds to be issued or tax to be assessed, and the purposes for which they are to be used; and if a majority of the votes cast at such election shall be in favor of issuing such additional bonds or levying such additional taxes, then it shall be lawful for said Board of Education to execute said bonds in the same manner as provided in said act, or levy said tax, and use the money so voted on [the] same conditions

and in the same manner as authorized by amendment to school law, approved February 22, 1867: *Provided*, That the amount of additional indebtedness, by bonds so voted, shall at no time exceed the sum of one hundred thousand dollars, nor shall the taxes so voted exceed in any one year one per cent of the taxable property of said city, in addition to that which is now authorized by said act and amendments thereto.

SEC. 4. REPEAL.] All acts or parts of acts in conflict with the provisions of this amendment are hereby repealed.

SEC. 5. WHEN IN FORCE.] This act shall take effect and be in force from and after its passage.

COMPULSORY EDUCATION

Be it enacted by the People of the State of Illinois, represented in the General Assembly: That sections one (1), two (2) and four (4) of an act entitled, "An act to promote attendance of children in school, and to prevent truancy," approved June 11, 1897, in force July 1, 1897, be, and the same are hereby amended so as to read as follows:

[Approved May 13, 1903. In force July 1, 1903.]

SECTION 1. Every person having control of any child between the ages of seven (7) and fourteen (14) years, shall annually cause such child to attend some public or private school, for the entire time during which the school attended is in session, which period shall not be less than one hundred and ten days of actual teaching: *Provided*, That this act shall not apply in any case where the child has been, or is being otherwise instructed for a like period of time in each and every year in the elementary branches of education by a person or persons competent to give such instruction, or whose physical or mental condition renders his or her attendance impracticable or inexpedient, or who is excused for temporary absence for cause, by the principal or teacher in charge of the school which said child attends.

SEC. 2. For every neglect of such duty prescribed by section 1 of this act, the person, so offending, shall forfeit to the use of the public schools of the city, town or district in which such child resides, a sum not less than five dollars ($5) nor more than twenty dollars ($20) and costs of suit, and shall stand committed, until such fine and costs of suit are fully paid.

SEC. 3. The Board of Education in cities, towns, villages and school districts and the Board of School Directors in school districts, shall appoint at the time of appointment or election of teachers each year, one or more truant officers whose duty it shall be to report all violations of this act to said Board of Education or

Board of Directors and to enter complaint against and prosecute all persons who shall appear to be guilty of such violation. It shall also be the duty of said truant officers so appointed, to arrest any child of school going age that habitually haunts public places and has no lawful occupation, and also any truant child who absents himself or herself from school, and to place him or her in charge of any school which said child is by law entitled to attend, and which school shall be designated to said officer by the parent, guardian or person having control of said child. In case such parent, guardian or person shall designate a school without making or having made arrangements for the reception of said child in the school so designated, or in case he refuses or fails to designate any school, then such truant officer shall place such child in charge of the teacher of the public school. And it shall be the duty of said teacher to assign said child to the proper class, and to instruct him or her in such studies as he or she is fitted to pursue. The truant officers so appointed shall be entitled to such compensation for services rendered under this act as shall be determined by the boards appointing them, and which compensation shall be paid out of the distributable school fund: *Provided*, That nothing herein contained shall prevent the parent, guardian or person having charge of such truant child, which has been placed in any school by the truant officer, to thereafter send said child to any other school which said child is by law entitled to attend.

SEC. 4. Any person having control of a child, who, with intent to evade the provisions of this act, shall make a false statement concerning the age of such child, or the time such child has attended school, shall, for such offense, forfeit a sum of not less than three dollars ($3) nor more than twenty dollars ($20) for the use of the public schools of such city, town, village or district.

SEC. 5. Any fine and penalty mentioned in this act may be sued for and recovered, before any court of record or justice of the peace of the proper county, in the name of the People of the State of Illinois for the use of the public schools of the city, town, village or district in which said child resides.

SEC. 6. An act entitled, "An act concerning the Education of children," approved June 19, 1893, in force July 1, 1893, is hereby repealed.

CHILD LABOR

SECTION 1. Child under 14 years.
" 2. Register to be kept.
" 3. Wall lists to be posted.
" 4. Age and school certificate to be placed on file.
" 5. Approval of age and school certificate.
" 6. Proof of age.
" 7. Employment ticket—forms of school and age certificates—illiteracy.
" 8. Schooling required.
" 9. Duties of State factory inspectors.
" 10. Hours of labor.
" 11. Employment forbidden children under 16 years.
" 12. *Prima facie* evidence of a child's employment.
" 13. Enforcement of the provisions of this act.
" 14. Penalty.
" 15. Repeals act of 1891.

Approved May 15, 1903.

An Act to Regulate the Employment of Children in the State of Illinois, and to Provide for the Enforcement Thereof:

SECTION 1. CHILD UNDER FOURTEEN YEARS.] *Be it enacted by the People of the State of Illinois, represented in the General Assembly:* That no child under the age of fourteen years shall be employed, permitted or suffered to work at any gainful occupation in any theatre, concert hall or place of amusement where intoxicating liquors are sold, or in any mercantile institution, store, office, hotel, laundry, manufacturing establishment, bowling alley, passenger or freight elevator, factory or workshop, or as a messenger or driver therefor, within this State. That no child under fourteen years of age shall be employed at any work performed for wages or other compensation, to whomsoever payable, during any portion of any month when the public schools of the town, township, village or city in which he or she resides are in session, nor be employed at any work before the hour of seven o'clock in the morning or after the hour of six

o'clock in the evening: *Provided*, That no child shall be allowed to work more than eight hours in any one day.

SEC. 2. REGISTER.] It shall be the duty of every person, firm or corporation, agent or manager of any firm or corporation employing minors over fourteen years and under sixteen years of age in any mercantile institution, store, office, hotel, laundry, manufacturing establishment, bowling alley, theatre, concert hall or place of amusement, passenger or freight elevator, factory or workshop, or as messenger or driver therefor, within this State, to keep a register in said mercantile institution, store, office, hotel, laundry, manufacturing establishment, bowling alley, theatre, concert hall or place of amusement, factory or workshop in which said minors shall be employed, or permitted or suffered to work, in which register shall be recorded the name, age and place of residence of every child employed, or suffered or permitted to work therein, or as messenger or driver therefor, over the age of fourteen and under the age of sixteen years; and it shall be unlawful for any person, firm or corporation, agent or manager, of any firm or corporation to hire or employ, or to permit or suffer to work in any mercantile institution, store, office, hotel, laundry, manufacturing establishment, bowling alley, theatre, concert hall or place of amusement, passenger or freight elevator, factory or workshop, or as messenger or driver therefor, any child under the age of sixteen years and over fourteen years of age, unless there is first produced and placed on file in such mercantile institution, store, office, hotel, laundry, manufacturing establishment, bowling alley, factory or workshop, theatre or concert hall, or place of amusement, an age and school certificate approved as hereinafter provided.

SEC. 3. WALL LISTS.] Every person, firm or corporation, agent or manager of a corporation, employing or permitting or suffering to work five or more children under the age of sixteen years and over the age of fourteen in any mercantile institution, store, office, laundry, hotel, manufacturing establishment, factory or workshop, shall post and keep posted in a conspicuous place in every room in which such help is employed, or permitted or suffered to work, a list containing the name, age and place of residence of every person under the age of sixteen years employed, permitted or suffered to work in such room.

SEC. 4. AGE AND SCHOOL CERTIFICATE.] No child under sixteen years of age and over fourteen years of age shall be employed in any mercantile institution, store, office, hotel, laundry, manufacturing establishment, bowling alley, theatre, concert hall or place of amusement, passenger or freight elevator, factory or workshop, or as messenger or driver therefor, unless there is first produced and placed on file in such mercantile institution, store, office, hotel, laundry, manufacturing establishment, bowling alley, theatre, concert hall or place of amusement, factory or workshop, and accessible to the State factory inspector, assistant factory inspector, or deputy factory inspector, an age and school certificate as hereinafter prescribed; and unless there is kept on file and produced on demand of said inspectors of factories a complete and correct list of all the minors under the age of sixteen years so employed who cannot read at sight and write legibly simple sentences, unless such child is attending night school as hereinafter provided.

SEC. 5. AGE AND SCHOOL CERTIFICATE. HOW APPROVED.] An age and school certificate shall be approved only by the superintendent of schools or by a person authorized by him in writing; or where there is no superintendent of schools by a person authorized by the school board: *Provided*, That the superintendent or principal of a parochial school shall have the right to approve an age and school certificate, and shall have the same rights and powers as the superintendent of public schools to administer the oaths herein provided for children attending parochial schools: *Provided, further*, That no member of a school board or other person authorized as aforesaid shall have authority to approve such certificates for any child then in or about to enter his own establishment, or the employment of a firm or corporation of which he is a member, officer or employe. The person approving these certificates shall have authority to administer the oath provided herein, but no fee shall be charged therefor. It shall be the duty of the school board or local school authorities to designate a place (connected with their office, when practicable) where certificates shall be issued and recorded, and to establish and maintain the necessary records and clerical service for carrying out the provisions of this act.

SEC. 6. PROOF OF AGE.] An age and school certificate shall not be approved unless satisfactory evidence is furnished by the last school census, the certificate of birth or baptism of such child, the register of birth of such child with a town or city clerk, or by the records of the public or parochial schools, that such child is of the age stated in the certificate: *Provided*, That in cases arising wherein the above proof is not obtainable, the parent or guardian of the child shall make oath before the juvenile or county court as to the age of such child, and the court may issue to said child an age certificate as sworn to.

SEC. 7. EMPLOYMENT TICKET.] The age and school certificate of a child under sixteen years of age shall not be approved and signed until he presents to the person authorized to approve and sign the same, a school attendance certificate, as hereinafter prescribed, duly filled out and signed. A duplicate of such age and school certificate shall be filled out and shall be forwarded to the State factory inspector's office. Any explanatory matter may be printed with such certificate in the discretion of the school board or superintendent of schools. The employment, and the age and school certificates shall be separately printed and shall be filled out, signed, and held or surrendered as indicated in the following forms:

SCHOOL CERTIFICATE.

(Name of school). (City or town and date).

This certifies (name of minor) of the ...th grade can read and write legibly simple sentences. This also certifies that according to the records of this school, and in my belief, the said (name of minor) was born at (name of city or town) in (name of county) on the (date) and is now (number of years and months) old.

(Name of parent or guardian).

(Residence.)

(Signature of teacher). ...grade.

(Name of principal).

Correct. (Name of school).

EVENING SCHOOL ATTENDANCE CERTIFICATE.

(Date).

This certifies that (name of minor) is registered in and regularly attends the ..... evening school. This also certifies that according to the records of my school and in my belief the said (name of

A Class in Cookery

minor) was born at (name of city or town) on the .....day of ..... (year), and is now (number of years and months) old.

(Name of parent or guardian).
(Residence).
(Signature of teacher).
(Signature of principal).

AGE AND SCHOOL CERTIFICATE.

This certifies that I am (father, mother, guardian or custodian) of (name of minor), and that (he or she) was born at (name of town or city) in the (name of county, if known), and State or county of.....on the (day of birth and year of birth) and is now (number of years and months) old.

(Signature of parent, guardian or custodian.)
(City or town and date).

There personally appeared before me the above named (name of person signing) and made oath that the foregoing certificate by (him or her) signed is true to the best of (his or her) knowledge. I hereby approve the foregoing certificate of (name of child), height (feet and inches), weight.... complexion (fair or dark), hair (color), having no sufficient reason to doubt that (he or she) is of the age therein certified.

OWNER OF CERTIFICATE.] This certificate belongs to (name of child in whose behalf it is drawn) and is to be surrendered to (him or her) whenever (he or she) leaves the service of the corporation or employer holding the same; but if not claimed by said child within thirty days from such time it shall be returned to the superintendent of schools, or where there is no superintendent of schools, to the school board. (Signature of person authorized to approve and sign, with official character authority), (town, or city and date).

ILLITERACY.] In the case of a child who cannot read at sight and write legibly simple sentences, the certificate shall continue as follows, after the word sentences: "I hereby certify that (he or she) is regularly attending the (name of public or parochial evening school)." This certificate shall continue in force just as long as the regular attendance of said child at said evening school is certified weekly by the teacher and principal of said school.

EVENING SCHOOL.] In any city or town in which there is no public or parochial evening school, an age and school certificate shall not be approved for a child under the age of sixteen

years who cannot read at sight and write legibly simple sentences. When the public or parochial evening schools are not in session, an age and school certificate shall not be approved for any child who cannot read at sight and write legibly simple sentences. The certificate of the principal of a public or parochial school shall be *prima facie* evidence as to the literacy or illiteracy of the child.

SECTION 8. SCHOOLING REQUIRED]. No person shall employ any minor over fourteen years of age and under sixteen years, and no parent, guardian or custodian shall permit to be employed any such minor under his control, who cannot read at sight and write legibly simple sentences, while a public evening school is maintained in the town or city in which such minor resides, unless such minor is a regular attendant at such evening school.

SEC. 9. DUTIES OF STATE INSPECTORS OF FACTORIES.] The State Inspector of Factories, his assistants or deputies, shall visit all mercantile institutions, stores, offices, laundries, manufacturing establishments, bowling alleys, theatres, concert halls or places of amusement, factories or workshops, and all other places where minors are or may be employed in this State and ascertain whether any minors are employed contrary to the provisions of this act. Inspectors of factories may require that age and school certificates, and all lists of minors employed in such factories, workshops, mercantile institutions and all other places where minors are employed as provided for in this act, shall be produced for their inspection on demand: *And, provided further*, That upon written complaint to the school board or local school authorities of any city, town, district or municipality, that any minor (whose name shall be given in such complaint) is employed in any mercantile institution, store, office, laundry, manufacturing establishment, bowling alley, theatre, concert hall or place of amusement, passenger or freight elevator, factory or workshop, or as messenger or driver therefor, contrary to the provisions of this act, it shall be the duty of such school board or local school authority to report the same to the State inspector of factories.

SEC. 10. HOURS OF LABOR]. No person under the age of sixteen years shall be employed or suffered or permitted to work at any gainful occupation more than forty-eight hours in any one week, nor more than eight hours in any one day; or before the

hours of seven o'clock in the morning or after the hour of seven o'clock in the evening. Every employer shall post in a conspicuous place in every room where such minors are employed, a printed notice stating the hours required of them each day of the week, the hours of commencing and stopping work, and the hours when the time or times allowed for dinner or for other meals begins and ends. The printed form of such notice shall be furnished by the State inspector of factories, and the employment of any such minor for longer time in any day so stated shall be deemed a violation of this section.

SEC. 11. EMPLOYMENTS FORBIDDEN CHILDREN UNDER SIXTEEN YEARS OF AGE]. No child under the age of sixteen years shall be employed at sewing belts, or to assist in sewing belts, in any capacity whatever; nor shall any child adjust any belt to any machinery; they shall not oil or assist in oiling, wiping or cleaning machinery; they shall not operate or assist in operating circular or band saws, wood-shapers, wool-jointers, planers, sandpaper or wood-polishing machinery, emery or polishing wheels used for polishing metal, wood-turning or boring machinery, stamping machines in sheet metal and tinware manufacturing, stamping machines, in washer and nut factories, operating corrugating rolls, such as are used in roofing factories, nor shall they be employed in operating any passenger or freight elevators, steam boiler, steam machinery, or other steam generating apparatus, or as pin boys in any bowling alley; they shall not operate or assist in operating dough brakes, or cracker machinery of any description; wire or iron straightening machinery; or shall the (they) operate or assist in operating rolling mill machinery punches or shears, washing, grinding or mixing mill or calendar rolls in rubber manufacturing, nor shall they operate or assist in operating laundry machinery; nor shall children be employed in any capacity in preparing any composition in which dangerous or poisonous acids are used, and they shall not be employed in any capacity in the manufacture of paints, colors or white lead; nor shall they be employed in any capacity whatever in operating or assisting to operate any passenger or freight elevator; nor shall they be employed in any capacity whatever in the manufacture of goods for immoral purposes, or any other employment that may be considered dangerous to their lives or limbs, or where their

health may be injured or morals depraved; nor in any theatre, concert hall or place of amusement wherein intoxicating liquors are sold; nor shall females under sixteen years of age be employed in any capacity where such employment compels them to remain standing constantly.

SEC. 12. PRIMA FACIE EVIDENCE OF A CHILD'S EMPLOYMENT]. The presence of any person under the age of sixteen years in any manufacturing establishment, factory or workshop, shall constitute *prima facie* evidence of his or her employment therein.

SEC. 13. ENFORCEMENT OF THE PROVISIONS OF THIS ACT.] It shall be the special duty of the State factory inspector to enforce the provisions of this act, and to prosecute all violations of the same before any magistrate or any court of competent jurisdiction in this State. It shall be the duty of the State factory inspector, assistant State factory inspector and deputy State factory inspectors under the supervision and direction of the State factory inspector, and they are hereby authorized and empowered to visit and inspect, at all reasonable times, and as often as possible, all places covered by this act.

SEC. 14. PENALTY]. Whoever, having under his control a child under the age of sixteen years, permits such child to be employed in violation of the provisions of this act, shall for each offense be fined not less than $5 nor more than $25, and shall stand committed until such fine and costs are paid. A failure to produce to the inspector of factories, his assistants or deputies, any age and school certificates, or lists required by this act, shall constitute a violation of this act, and the person so failing shall, upon conviction, be fined not less than $5 nor more than $50 for each offense. Every person authorized to sign the certificate prescribed by section 7 of this act, who certifies to any materially false statement therein, shall be guilty of a violation of this act, and upon conviction, be fined not less than $5 nor more than $100 for each offense, and shall stand committed until such fine and costs are paid. Any person, firm or corporation, agent or manager, superintendent or foreman of any firm or corporation, whether for himself or for such firm or corporation, or by himself, or through sub-agents or foreman, superintendent or manager, who shall violate or fail to comply with any of the provisions of

this act, or who shall refuse admittance to premises, or otherwise obstruct the factory inspector, assistant factory inspector, or deputy factory inspector in the performance of their duties, as prescribed by this act, shall be deemed guilty of a misdemeanor and, upon conviction thereof, shall be fined not less than $5 nor more than $100 for each offense, and shall stand committed until such fine and costs are paid.

SEC. 15. REPEAL]. "An act to prevent child labor," approved June 17, 1891, in force July 1, 1891, and all other acts and parts of acts in conflict with this act are hereby repealed.

Approved May 15, 1903.

In Memoriam

MAGGIE C. ANDERSON

DECEASED NOVEMBER 17, 1904

MARY T. WARD

DECEASED JULY 6, 1905

The Board of Education having been advised that the illness of Miss Maggie C. Anderson would soon prove fatal, prepared a letter to her, which, with her reply, follows:

BLOOMINGTON, ILL., November 11, 1904.

DEAR MISS ANDERSON:

It is with deep regret and sadness that we learn of your illness which has taken from our corps of teachers one of the most faithful and beloved. During your thirty-three years of service, you have given to the people of Bloomington the best efforts of your life, and we feel assured that hundreds of our citizens, of ages all the way from babyhood to mature age, would gladly join us in expressing to you the high appreciation in which you are held by all, especially those who have entrusted to your gentle care and guidance their children starting out on the journey of progressive education. There can be no greater vocation than that of the primary teacher, who takes from the mother's arms the baby child, perpetuating the same gentle care and protection under which she receives it, and only those who have known your work year after year can truly testify to your unselfish devotion to your profession. Since you first identified yourself with the teachers of Bloomington, the Board of Education and Superintendent have changed many times, and the fact that you have been chosen year after year to fill the high position of primary teacher, bespeaks the appreciation of your services by those whom you have served so many years.

Since written words are ofttimes cold and meaningless at times of affliction and distress, we, the Board of Education and Superintendent of Public Schools, Bloomington, Illinois, desire to express to you our heartfelt sympathy through the medium of flowers. "The sweetest things God ever made without putting souls into them." "For the Amen of Nature is always a flower."

SUE A. SANDERS,
HORATIO G. BENT,
ROBERT E. WILLIAMS,
JESSE E. HOFFMAN,
C. M. NOBLE,
HENRY BEHR,
B. S. POTTER,
J. K. STABLETON.

The Printing Press, Edwards School

BLOOMINGTON, ILL., November 12, 1904.

To the Board of Education and J. K. Stableton, Superintendent of Bloomington City Schools:

DEAR FRIENDS: From the depth of my heart I desire to express my most sincere thanks for your kind words of appreciation and sympathy, and for the beautiful messengers of love you have sent me in return for the benefit and guidance I have tried to confer on the many budding lives intrusted to my care, and for the friendship of officers and teachers.

Sincerely,

MAGGIE C. ANDERSON.

On the sudden death of Miss Mary T. Ward, the following letter was written to the mother and the sisters.

The Board of Education and the Superintendent of the Public Schools of the City of Bloomington, extend to the bereaved Mrs. Ward and family their sincere sympathy in the sad loss that has come to their home in the death of a daughter and sister, the late Miss Mary T. Ward, principal of the Sheridan School, and wish to give expression to the high appreciation in which she was held.

They feel that in her death the schools of the city have lost a strong executive, an enthusiastic, inspiring teacher, faithful and true to every responsibility imposed upon her; one who was possessed of a rare spiritual power that touched for good the life of everyone who came within the circle of her influence. Children and parents alike were blessed by her labors; and to the children from the poorer homes, she was, in an unusual manner, a friend.

Could we have had our way, the thread of life would have been lengthened, but it was not ours to say, and the brittle cord has been snapped asunder, the laborer called from the vineyard. Others will gather the bountiful fruits of her planting.

J. K. STABLETON,
HORATIO G. BENT,
B. S. POTTER,
Committee.

Bloomington, Ill., August 25, 1905.

MEMBERS OF TEACHING FORCE, TRUANT OFFICERS AND JANITORS

1900-1901

Superintendent, Edwin M. Van Petten.
Supervisor of Primary Grades, M. E. Medora Schaeffer.
Supervisor of Music, M. Louise Pomeroy.
Supervisor of Physical Culture, Frederick Lorenz.

HIGH SCHOOL

Edwin L. Boyer, Principal; Harley N. Pearce, Sarah H. Clark, Mary Joice Adams, Ruth E. Moore, Royal W. Sanders, Charles H. Allen, Ethel M. Cobb, Zoe N. Smith, Florence L. Abbott, F. J. Steuber.

John W. Baldwin, Janitor.

FRANKLIN SCHOOL

Louise Seibert, Principal; Lulu York, Etta Fairfield, Estelia Hughes, Jessie Holder, Emma Onstott, Blanche Baller, Marie Gmehlin.

Wm. Weise, Janitor.

JEFFERSON SCHOOL

Alpha Stuart, Principal; Josie Hulva, Alice Graham, Josephine Moore, Eugenie Bradley, Cora Livingstone, Laura H. Webb, Jessie Peasley.

Mrs. Mena A. Saltzman, Janitress.

WASHINGTON SCHOOL

Jennie C. Zolman, Principal; Della McCorkle, Maud H. Johnson, Lillian Schaeffer.

Mrs. Elsie Hastings, Janitress.

EMERSON SCHOOL

Carrie P. Zolman, Principal; Sarah E. Russell, Ruby M. Robinson, Selena B. Stevens, Frances Thompson, Franc A. Ward, Florence E. Johnson, Maggie Anderson.

John Klawitter, Janitor.

LINCOLN SCHOOL

Emma Jacoby, Principal; Margaret Hopping, Lucy B. Ingersoll, Alma Carlson, Lena G. Scanlan, Elizabeth Arnett, Elizabeth Haynes, Loveday A. Nelson.

H. B. Campbell, Janitor.

IRVING SCHOOL

Belle F. Goudy, Principal; Kate Kelley, Myrtle Bovard, Jennie A. Hinsdale, Flora B. Nixon, Ruth McClure, Cassie V. Porter, Catherine Cowles, Florence M. Corman, Lillie M. Spreen, Caroline Griffith.

Willis Shireman, Janitor.

EDWARDS SCHOOL

Orrillia Sikes, Principal; L. J. Dexter, Libbie Ongley, Elizabeth Ryan, Sed Henry, Etta Walker, Jennie Hobson, Anna Slattrey, Jessie McDonald, Alice M. Martin, Fannie H. Rowley, Maude E. Lemen.

Wm. J. Salmon, Janitor.

MARKET STREET SCHOOL

Louise Van Buskirk, Principal; Bessie Stevenson, Mary Sullivan, Marguerite O'Donnell.

Chas. W. Lewis, Janitor.

RAYMOND SCHOOL

Judith Penner, Principal; Hettie M. Pope, Tina M. Baird, Sarah Morton.

Mrs. A. Fridlund, Janitress.

SHERIDAN SCHOOL

Mary T. Ward, Principal; Evva B. Boyce, Blanche D. Abbott, Ada A. Kuhns, Frances Gillan, Mary Taylor, Louise Schneider, Louise Read.

Jerry Hegarty, Janitor.

HAWTHORNE SCHOOL

Lucy M. Hyde, Principal; Flora H. Theis, Kate Gasenzer, Lenora M. Wilcox, Catherine Cavanaugh, Lydia S. Hallett, Leona G. Miller, Ella T. Price.

David N. Valentine, Janitor.

1901-1902

Superintendent, J. K. Stableton.
Supervisor of Primary Grades, Cora M. Hamilton.
Supervisor of Music, Irene Bassett.
Supervisor of Drawing, Ella Heath.
Supervisor of Physical Culture, Fred Lorenz.
Truant Officer, E. J. Potts.

HIGH SCHOOL

Edwin L. Boyer, Principal; Royal W. Sanders, H. N. Pearce, Sarah H. Clark, M. Joice Adams, Chas. H. Allen, Ethel M. Cobb, F. J. Steuber, W. M. Leavitt, Jeanette Blanchard, Amy H. Dowe, Grace E. Manning.

John W. Baldwin, Janitor.

HAWTHORNE SCHOOL

Lucy M. Hyde, Principal; Flora H. Theis, Catherine Gasenzer, Lenora M. Wilcox, Katherine Cavanaugh, Lydia S. Hallett, *Maude Smith, Ella T. Price.

*Transferred to Sheridan School and succeeded by Miss Amelia Gmehlin.

David N. Valentine, Janitor.

FRANKLIN SCHOOL

Louise E. Seibert, Principal; Lulu York, Grace Reynolds, Estelia Hughes, Mary Shrock, Emma Onstott, Clara Symons, Blanche C. Baller, Marie Gmehlin.

William Weise, Janitor.

JEFFERSON SCHOOL

Alpha Stuart, Principal; Josie Hulva, Alice M. Graham, Josephine Moore, Eugenie Bradley, Cora Livingstone, Ruth Baller, Laura H. Webb.

Mrs. Mena A. Saltzman, Janitress.

EDWARDS SCHOOL

Orrillia Sikes, Principal; Lillie J. Dexter, Libbie Ongley, Sed Henry, Elizabeth Ryan, Anna Slattrey, Etta Walker, Jennie Hobson, Blanche Skinner, Jessie McDonald, Alice Martin, Maude Lemen, Fannie Rowley.

Wm. J. Salmon, Janitor.

EMERSON SCHOOL

Carrie P. Zolman, Principal; Sarah E. Russell, Ruby M. Robinson, Selena B. Stevens, Frances M. Thompson, Franc A. Ward, Florence E. Johnson, Maggie C. Anderson.

John Klawitter, Janitor.

RAYMOND SCHOOL

Judith Penner, Principal; Hettie Pope, Tina Baird, Elizabeth Haynes.

Mrs. A. Fridlund, Janitress.

SHERIDAN SCHOOL

Mary T. Ward, Principal; (1) Gertrude Brallier, Blanche Abbott, (2) Elizabeth Boner, Mary Taylor, Louise Schneider, (3) Ada Kuhn, Louise Read.

(1) Resigned; succeeded by Miss Emma Radford.

(2) Resigned; succeeded by Miss Mary McWherter.

(3) Resigned; succeeded by Miss Maude Smith, who was transferred from Hawthorne School.

John A. Smith, Janitor.

LINCOLN SCHOOL

Emma Jacoby, Principal; Margaret Hopping, Mrs. L. B. Ingersoll, Alma W. Carlson, Lena G. Scanlan, Elizabeth Arnett, Nettie Berryman, Loveday Nelson, *Mary A. Fanson.

*Came in near close of school year.

Clark Woodward, Janitor.

MARKET STREET SCHOOL

Louise Van Buskirk, Principal; Bessie B. Stevenson, Nellie Clancey, Marguerite O'Donnell.

Chas. W. Lewis, Janitor.

IRVING SCHOOL

Belle F. Goudy, Principal; Catherine Kelley, Myrtle Bovard, Jennie Hinsdale, Maude Miller, Ruth McClure, Cassie V. Porter, Florence Corman, Lillie Spreen, Florence Eldridge, Caroline Griffith, *Nellie Lovett.

*Came in latter part of school year.

Willis Shireman, Janitor.

WASHINGTON SCHOOL

Jennie C. Zolman, Principal; Della McCorkle, Catherine Cowles, Lillian Schaeffer.

Mrs. Elsie Hastings, Janitress.

1902-1903

Superintendent, J. K. Stableton.
Supervisor of Primary Grades, Mary S. Mack.
Supervisor of Music, Irene Bassett.
Supervisor of Drawing, Ella Heath.
Supervisor of Physical Culture, Fred Lorenz.
Supervisor of Manual Training, T. L. Adams.
Truant Officer, E. J. Potts.

HIGH SCHOOL.

Edwin L. Boyer, Principal; Royal W. Sanders, H. N. Pearce, Sarah H. Clark, Chas. H. Allen, Ethel M. Cobb, F. J. Steuber, W. M. Leavitt, Jeanette Blanchard, Amy H. Dowe, Ruth E. Moore, M. Joice Adams, Myrta A. Vogel, Edna M. Allinson.

John W. Baldwin, Janitor.

HAWTHORNE SCHOOL.

Lucy M. Hyde, Principal; Flora H. Theis, Catherine Gasenzer, Lenora M. Wilcox, Katherine Cavanaugh, Amelia Gmehlin, Lydia S. Hallett, Ella T. Price.

David N. Valentine, Janitor.

FRANKLIN SCHOOL.

Louise E. Seibert, Principal; Elizabeth Hitchcock, Isabel Simeral, *Ada Clark, Lula York, Mary T. Shrock, Emma Onstott, Clara Symons, Blanche Baller, Marie Gmehlin.

*Transferred to Market Street School, Second Primary, and succeeded by Miss Bernice Stapleton, from Second Primary, Market Street School.

William Weise, Janitor.

JEFFERSON SCHOOL.

Alpha Stuart, Principal; Josie Hulva, Alice Graham, Josephine Moore, Eugenie Bradley, Cora Livingstone, Ruth Baller, Laura H. Webb.

Mrs. Mena A. Saltzman, Janitress.

RAYMOND SCHOOL.

Judith Penner, Principal; Hettie Pope, Evelyn Kinne, Elizabeth Haynes.

Mrs. A. Fridlund, Janitress.

SHERIDAN SCHOOL.

Mary T. Ward, Principal; Mary McWherter, Blanche D. Abbott, Emma Radford, Louise Schneider, Maude Smith, Louise Read.

John A. Smith, Janitor.

EDWARDS SCHOOL

Orrillia A. Sikes, Principal; Libbie Ongley, Sed Henry, Anna Slattrey, Elizabeth Ryan, Etta Walker, Jennie Hobson, Blanche Skinner, Jessie McDonald, Alice Martin, Mary Taylor, Maude Lemen, Fannie Rowley.

Wm. J. Salmon, Janitor.

EMERSON SCHOOL

Carrie P. Zolman, Principal; Sarah E. Russell, Ruby M. Robinson, Selena B. Stevens, Frances M. Thompson, Franc A. Ward, Florence E. Johnson, Maggie C. Anderson.

John Klawitter, Janitor.

LINCOLN SCHOOL

L. J. Dexter, Principal; Margaret Hopping, Lucy B. Ingersoll, Lena G. Scanlan, Alma W. Carlson, Elizabeth Arnett, Mary A. Fanson, Loveday Nelson, Nettie Berryman.

Clark Woodward, Janitor.

MARKET STREET SCHOOL

Louise Van Buskirk, Principal; *Bernice Stapleton, Nellie Clancey, Marguerite O'Donnell.

*Transferred to Fifth grade, Franklin School, succeeded by Ada B. Clark.

Chas. W. Lewis, Janitor.

IRVING SCHOOL

Belle F. Goudy, Principal; Katherine Kelley, Myrtle Bovard, Jennie Hinsdale, Maude Miller, Ruth McClure, Cassie V. Porter, Nellie Lovett, Florence Eldridge, Florence Corman, Lillie Spreen, Caroline Griffith.

Willis Shireman, Janitor.

WASHINGTON SCHOOL

Jennie C. Zolman, Principal; Della McCorkle, Catherine Cowles, Lillian E. Schaeffer.

Mrs. Elsie Hastings, Janitress.

Observation Beehive

1903-1904

Superintendent, J. K. Stableton.
Supervisor of Primary Grades, Mary S. Mack.
Supervisor of Music, Irene Bassett.
Supervisor of Drawing, Ella Heath.
Supervisor of Physical Culture, Adolph Mols.
Supervisor of Manual Training, T. L. Adams.
Truant Officer, E. J. Potts.

HIGH SCHOOL

Edwin L. Boyer, Principal; H. N. Pearce, Sarah H. Clark, R. W. Sanders, *M. Joice Adams, Chas. H. Allen, Ethel M. Cobb, Wm. M. Leavitt, Amy H. Dowe, Ruth E. Moore, Myrta A. Vogel, Edna M. Allinson, Stella R. Eldred, Florence M. Smith, H. T. Meinert; Emma Onstott, Librarian.

*Resigned; succeeded by Henrietta G. Stratton.

John W. Baldwin, Janitor.

HAWTHORNE SCHOOL

Lucy M. Hyde, Principal; Flora H. Theis, Catherine Gasenzer, Lenora M. Wilcox, Katherine Cavanaugh, Amelia Gmehlin, Lydia S. Hallett, Ella T. Price.

David N. Valentine, Janitor.

FRANKLIN SCHOOL

Louise E. Seibert, Principal; *Elizabeth Hitchcock, Margaret Hopping, Bernice Stapleton, Lula York, Mary T. Shrock, Sue Adams, Clara Symons, Blanche Baller, Marie Gmehlin.

*Called to Western Normal; her place supplied by substitute for the remainder of the year.

† William Weise and D. C. McClellan, Janitors.

† Deceased.

JEFFERSON SCHOOL

Alpha Stuart, Principal; Harriet Pumpelly, Alice Graham, Josephine Moore, Eugenie Bradley, Cora Livingstone, Ruth Baller, Laura H. Webb.

Mrs. Mena A. Saltzman, Janitress.

EDWARDS SCHOOL

Orrillia A. Sikes, Principal; Libbie Ongley, Cora B. Buhrns, Elizabeth Ryan, Anna Slattrey, Etta Walker, Jennie Hobson, Blanche Skinner, Alice M. Martin, Mary A. Taylor, Daisy Burke, Maude Lemen, Fannie Rowley.

Wm. J. Salmon, Janitor.

EMERSON SCHOOL

Carrie P. Zolman, Principal; Sarah E. Russell, Ruby M. Robinson, Selena B. Stevens, Frances M. Thompson, Franc A. Ward, Florence E. Johnson, Maggie C. Anderson.

John Klawitter, Janitor.

RAYMOND SCHOOL

Judith Penner, Principal; Hettie Pope, Evelyn Kinne, Elizabeth Haynes.

Mrs. A. Fridlund, Janitress.

SHERIDAN SCHOOL

Mary T. Ward, Principal; Mary McWherter, Blanche D. Abbott, Vera M. Snow, Louise Schneider, Maude Smith, Louise Read.

John A. Smith, Janitor.

LINCOLN SCHOOL

L. J. Dexter, Principal; Josie Hulva, Lucy B. Ingersoll, Lena G. Scanlan, Alma W. Carlson, Elizabeth Arnett, Mary A. Fanson, Loveday Nelson, Nettie F. Berryman.

Clark Woodward, Janitor.

IRVING SCHOOL

Belle F. Goudy, Principal; Katherine Kelley, Myrtle Bovard, Jennie Hinsdale, Florence Eldridge, Ruth McClure, Elizabeth Sullivan, Cassie V. Porter, Nellie Lovett, Florence Corman, Lillie Spreen, Caroline Griffith.

Willis Shireman, Janitor.

MARKET STREET SCHOOL

Louise Van Buskirk, Principal; Ada B. Clark, Nellie Clancey, Marguerite O'Donnell.

Chas. W. Lewis, Janitor.

WASHINGTON SCHOOL

Jennie C. Zolman, Principal; Della McCorkle, Catherine Cowles, Lillian Schaeffer.

Mrs. Elsie Hastings, Janitress.

1904-1905

Superintendent, J. K. Stableton.
Supervisor of Primary Grades, Mary S. Mack.
Supervisor of Music, Irene Bassett.
Supervisor of Drawing, Ella Heath.
Supervisor of Physical Culture, Adolph Mols.
Supervisor of Manual Training, T. L. Adams.
Supervisor of Domestic Science, Elizabeth Slaght.
Truant Officer, E. J. Potts.

HIGH SCHOOL

E. L. Boyer, Principal; R. W. Sanders, H. N. Pearce, Chas. H. Allen, Frank L. Wilson, Wm. M. Leavitt, H. T. Meinert, Sarah H. Clark, Stella R. Eldred, Ruth E. Moore, Henrietta G. Stratton, Grace E. Inman, Daisy D. Iddings, Myrta A. Vogel, Edna M. Allinson, Henrietta B. Pitts; Emma Onstott, Librarian.

John W. Baldwin, Janitor.

HAWTHORNE SCHOOL

Lucy M. Hyde, Principal; Flora H. Theis, Catherine Gasenzer, Lenora M. Wilcox, Margaret L. Bowen, Amelia Gmehlin, Ella T. Price, *Lydia S. Hallett.

*Transferred to Emerson School; her place filled by supply teacher.

David N. Valentine, Janitor.

FRANKLIN SCHOOL

Louise E. Seibert, Principal; Jennie Hinsdale, Margaret Hopping, Bernice Stapleton, Lula E. York, Mary T. Shrock, Blanche C. Baller, Josephine Armstrong, Clara E. Symons, Marie Gmehlin.

W. J. Salmon, Janitor.

JEFFERSON SCHOOL

Judith Penner, Principal; Harriet Pumpelly, Alice M. Graham, Josephine Moore, Eugenie Bradley, Cora Livingstone, Vera M. Snow, Laura H. Webb.

Mrs. Mena A. Saltzman, Janitress.

EDWARDS SCHOOL

Orrillia Sikes, Principal; Libbie Ongley, Cora B. Buhrns, Elizabeth Ryan, Anna Slattrey, Etta Walker, Jennie Hobson, Blanche Skinner, Alice Martin, Mary Taylor, Ada B. Clark, Maude Lemen, Fannie Rowley, Daisy Burke, Myrtle Disbrow, Nellie Clancey, Marguerite O'Donnell.

D. C. McClellan and Chas. W. Lewis, Janitors.

EMERSON SCHOOL

Carrie P. Zolman, Principal; Sarah E. Russell, Ruby M. Robinson, Selena B. Stevens, Sarah L. Cameron, Franc A. Ward, Florence E. Johnson, Lydia S. Hallett, *Maggie C. Anderson.

*Resigned; succeeded by Lydia S. Hallett.

John Klawitter, Janitor.

RAYMOND SCHOOL

Louise Van Buskirk, Principal; Grace Harrison, Elizabeth Sullivan, Elizabeth Haynes.

Mrs. A. Fridlund, Janitress.

SHERIDAN SCHOOL

Mary T. Ward, Principal; Mary McWherter, Ada L. Reed, Eugenia Johnson, Louise Schneider, Alice M. Symons, Louise Read.

John A. Smith, Janitor.

LINCOLN SCHOOL

L. J. Dexter, Principal; Josie Hulva, Lucy B. Ingersoll, Alma M. Hamilton, Alma W. Carlson, Elizabeth Arnett, Mary A. Fanson, Loveday Nelson, *Nettie F. Berryman.

*Transferred to Hawthorne.

Hollis C. Kice, Janitor.

IRVING SCHOOL

Belle F. Goudy, Principal; Katherine Kelly, Myrtle Bovard, Lena G. Scanlan, Meda M. Eddy, Ruth McClure, Cassie V. Porter, Alda Wilcox, Florence Eldridge, Florence Corman, Lillian Spreen.

Willis Shireman, Janitor.

WASHINGTON SCHOOL

Jennie C. Zolman, Principal; Della McCorkle, Catherine Cowles, Lillian E. Schaeffer.

J. W. Mikesell, Janitor.

1905-1906

Superintendent, J. K. Stableton.
Supervisor of Primary Grades, Mary S. Mack.
Supervisor of Music, Irene Bassett.
Supervisor of Drawing, Nama A. Lathe.
Supervisor of Physical Culture, Adolph Mols.
Supervisor of Manual Training, T. L. Adams.
Supervisor of Domestic Science, Elizabeth Slaght.
Truant Officer, Minor B. Neal.
Cashier Penny Savings Department, Mrs. Alice M. Packard.

HIGH SCHOOL

E. L. Boyer, Principal; R. W. Sanders, H. N. Pearce, Chas. H. Allen, Frank L. Wilson, Wm. M. Leavitt, H. T. Meinert, Stella R. Eldred, Ruth E. Moore, Grace E. Inman, Daisy D. Iddings, Henrietta B. Pitts, Myrta A. Vogel, Isabel Simeral, Edna M. Allinson; Emma Onstott, Librarian.

John W. Baldwin and Charles W. Lewis, Janitors.

EDWARDS SCHOOL

Orrillia Sikes, Principal; Libbie Ongley, Cora B. Buhrns, Anna E. Slattrey, Sarah E. Russell, Etta M. Walker, Anna C. Crabbe, Blanche Skinner, Mary A. Taylor, Katherine Cavanaugh, Ada B. Clark, Maude E. Lemen, Fannie H. Rowley, Daisy M. Burke, Myrtle Disbrow, Marguerite O'Donnell, Nellie Clancey.

D. C. McClellan, Janitor.

EMERSON SCHOOL

Carrie P. Zolman, Principal; May K. Steele, Ruby M. Robinson, Christina Heritage, Selena B. Stevens, Sarah L. Cameron, Franc A. Ward, Harriet L. Paulsen, Lydia S. Hallett.

John Klawitter, Janitor.

FRANKLIN SCHOOL

Louise E. Seibert, Principal; Jennie Hinsdale, Margaret Hopping, Josephine Moore, Bernice Stapleton, Mary T. Shrock, Blanche C. Baller, Clara E. Symons, Josephine Armstrong, Lillian E. Schaeffer.

W. J. Salmon, Janitor.

HAWTHORNE SCHOOL

Lucy M. Hyde, Principal; Flora H. Theis, Catherine Gasenzer, Lenora M. Wilcox, Margaret L. Bowen, Minnie L. Robinson, Nettie F. Berryman, Ella T. Price.

David N. Valentine, Janitor.

JEFFERSON SCHOOL

Judith Penner, Principal; Harriet Pumpelly, Alice M. Graham, Barbara Egger, Eugenie Bradley, Cora Livingstone, Vera M. Snow, Laura H. Webb.

Mrs. Mena A. Saltzman, Janitress.

IRVING SCHOOL

Belle F. Goudy, Principal; Katherine Kelley, Myrtle Bovard, Lena G. Scanlan, Meda M. Eddy, Ruth McClure, Cassie V. Porter, Florence M. Hayes, Florence Corman, Alda L. Wilcox, Florence Eldridge, Clara Scheytt, Lillie Spreen.

Willis Shireman, Janitor.

LINCOLN SCHOOL

L. J. Dexter, Principal; Josie Hulva, Lucy B. Ingersoll, Alma M. Hamilton, Alma W. Carlson, Dorothy Carlock, Ella Niles, Loveday Nelson, Mary A. Fanson.

Hollis C. Kice, Janitor.

RAYMOND SCHOOL

Louise VanBuskirk, Principal; Gertrude Dockum, Elizabeth Sullivan, Alice M. Symons.

Mrs. A. Fridlund, Janitress.

SHERIDAN SCHOOL

Louise Read, Principal; Mary E. McWherter, Ada L. Reed, Eugenia Johnson, Louise D. Schneider, Mary W. McDonnell, Gertrude Beeler.

John A. Smith, Janitor.

WASHINGTON SCHOOL

Jennie C. Zolman, Principal; Della McCorkle, Elizabeth Arnett, Catherine L. Cowles, Elizabeth Haynes, Florence E. Johnson.

J. W. Mikesell, Janitor.

GRADUATES OF THE HIGH SCHOOL

CLASS 1864

Lucretia Billings
Sarah W. Flagg

CLASS 1871

Mabel Hetherington
John Williams
Kate Morrison
Mark Williams
Hamilton Spencer

CLASS 1872

Mary Hoke
William Marquis
Kate Walton
John Tuohy
Frank Marquis

CLASS 1873

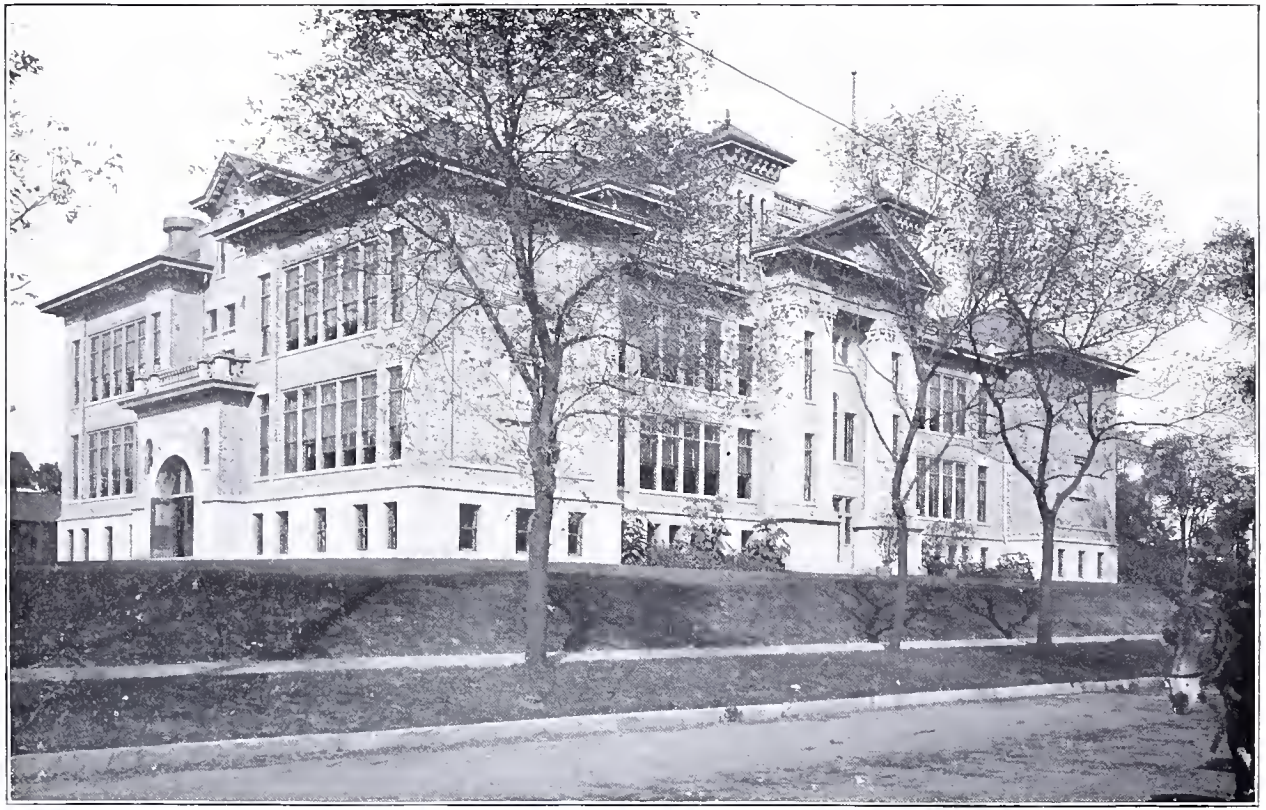
Mary Crego
Cassie Porter
Callie Tullis
Frank Fisk
Henry Martin
Ada Ferre
Fannie Rowley
Fannie Ward
Henry Haggard
H. D. Spencer
Fannie Loehr
Julia Stuart
Henry Chisolm
Edward Morehouse

CLASS 1874

Minnie Christ
Sue Reed
John Morrissey
Belle Ferre
Nellie Withers
Eliza Porter
Edgar Conkling

CLASS 1875

Annie Gilcrist
Emma Voglegesang
John H. Merritt
Edith Pullen
Carrie Wolcott
Frank Reed
Ella Hatch
Merrill Burgman



Edwards School

CLASS 1876

Julia Bone
Hattie E. Morehouse
Mary E. Newell
Isabel H. Read
Katie V. Town
Theodore A. Braley
Libbie A. Latham
Clara B. Miller
Katie N. Post
Annie M. Regan
Addie B. Wertz
Fred L. Miller
Mabel DeConville
Betta L. Marquis
Carrie E. Rector
Hettie A. Scott
Ida Worrell

CLASS 1877

Ada DeConville
Estelle Read
Carrie A. Brush
Mary E. Watkins
Ida M. Haldeman
Mollie Dalton
Ellen Lyons
Joseph R. Laughlin
Jennie Merritt
Frank E. Rhinehart
Sallie Porter
Grace Brooks
Myrtie E. Walker
Eliza J. Coleman
Lillian C. Wright
Annie B. Loehr
Revilla P. Haldeman
Charlotte McDougall
George W. Mueller
Anna A. Barrett
Antoinette Ward
Emma J. Caldwell
Amelia M. Wilson
Mary A. Lander
Percy A. Folsom
Lucy Mayers
Chalmers C. Marquis
Lu M. Packard

CLASS 1878

R. Belle Ator
Ruth Griffith
Jennie Milner
Maggie Stuart
Jerome Capen
David Hill
Minnie Campbell
Lizzie Homer
Loveday Nelson
Ella Tryner
Elmer Folsom
Wallace Nute
Annie Everhart
Mary Mauer
Maggie Sennett
Emma West
Otto Haering

CLASS 1879

Mary F. Anderson
Louisa C. Bell
Minnie H. Gapen
L. Anna Hall
Lizzie A. Irous
M. Etta Miner
Mary D. Noble
Hattie M. Potter
Lelia W. Rouse
Cornelius J. Touhey
Henry Whitcomb
Lizzie Baller
Adah Crist
Anna J. Gray
Mary R. Hervey
Nettie J. Lang
Patrick H. Morrisey
Lucia E. Newton
Florence S. Powell
Sarah E. Russell
Kittie Walker
Bettie J. Henderson
Ida Brand
Loretta K. Eversole
Ida M. Gmehlin
Fred P. Haggard
Gordon M. Lillie
Henry M. McArthur
Hattie M. Packer
Lucy D. Rouie
Florence A. Spafford
Clara Whitcomb

CLASS 1880

Minnie Potter
Ollie Whitmer
Lucy Waddle
Mary C. Bloomer
Kittie L. Packard
Gertrude F. Dodson
Edward I. Cantine
Gertie Adams
William H. Loudon
Nannie B. Winston
Ella Walker
Andrew Gillan
Emma J. London
Leon L. Loehr
Cora M. Green
Emma E. Reed
Ella Everhart
Lizzie Dunlap
Hattie J. Sleeper
Kate S. Washburn
Bessie F. Daggy
Anna Richardson
Annie E. Smith
Minnie Eversole
Norman F. Leach
S. Belle Rouie
Carrie L. Brooks
Bridgie H. O'Donnell
Electa O. Hull

CLASS 1881

Belle Guthrie
Salena B. Stevens
Harry E. Gapen
Robert B. Hays
Henry W. Packer
Louis B. Kinnie
Harry C. Read
Louise C. Model
†Ella Williams
Emma E. Brown
Minnie R. Sebring
Mary A. Nelson
J. Jay Phœnix

†Valedictorian

CLASS 1882

Homer E. Bishop
Alfred Griffith
May A. James
Nora L. Moore
Warren C. Milner
L. Louisa Rogers
Mary E. Slattery
Ella H. Young
Prudence L. Cubberly
*Annie Fitz Henry
Josephine Munholland
Annie B. Miller
Thomas H. Noble
†Grace W. Reed
Nettie A. Stone
Lewis W. Colwell
Sophia Hoffman
Viola V. Marsh
Wm. L. Miller
Mollie O'Neil
E. Lou Reed
Em'l I. Schwandt

†Valedictorian
*Salutatorian

CLASS 1883

Katie Clancey
Fanny Eversole
Eva B. Loehr
Mary E. O'Neil
Julia Theis
†May Christian
*Margaret H. J. Lampe
Mira Morehouse
Josephine Rugg
Jennie Young
Emma Eastman
James Fisher
Grace Nute
Emma Reigger

†Valedictorian
*Salutatorian

CLASS 1884

George B. Safford
Harry W. Brown
Bertha Leuze
Jennie E. King
Frances M. Bloomfield
Hettie Tehon
Jeannette M. London
Lincoln J. Newell
Marion K. Tschus
*Anna C. McCoy
Emma S. Randolph
Mary E. Regan
Ellen C. Fitzgerald
Catherine C. Maloney
Mary E. Tryner

*Salutatorian

CLASS 1885

Mary B. Miller
Anna E. Slattrey
Mary Christ
Emma Frank
Harriet G. Hayden
Cora Andrus
Anna B. Moore
*Bessie J. Brooke
Charlotte Breakey
Libbie A. Zolman
†Jessie M. Gapen
Blanche L. Slattrey
Mary E. Miller
Caroline Bobp
Lizzie May Tolman
Mabel Elliott
Sada Burke
Jessie E. Hoffman
Adra B. Hays

†Valedictorian
*Salutatorian

CLASS 1886

Rena M. Teneick
Rhoda Johnson
Belle L. Graham
Grace W. Rugg
Lottie Sickles
Estella I. Brooks
Catherine Fogarty
†Flora Kerr
Hattie E. Ball
Lizzie C. Miller
Emma Jacoby
Chas. R. Coe
Etta M. Walker
*Alice McCoy
Clara L. Dickinson
Wm. J. Johnson
Wilbur Atkinson
Jennie C. Zolman
Anna M. Krider
Mary Brewer
Edward O. Marsh

†Valedictorian
*Salutatorian

CLASS 1887

Kate Cantine
Grace Goodfellow
Lillie McCoy
Nellie Pollock
Ida Theis
Kate Franklin
Lizzie McQueeney
Lillie Shaw
Carrie Davis
Addie Harbert
Minnie Miller
Edward Robinson
Nellie Wheeler
Alice Keating
Charles Sanderson
Mary Tobin
Pearl Denison
Frank Hoffman
Julia Murray
Tillie Stautz
Libbie Fitz Henry
Georgia Long
Nellie Sweringen
Louise Van Buskirk

CLASS 1888

Lottie Ayers
Hattie Ela
Nealie Kinne
Albert Meyer
Lottie Probasco
Carrie Thomas
Annie Crawford
Emma Dooley
Emma Hodge
Minnie Hollister
Cora Means
Louise Seibert
Grace Wills
May Calhoun
Kate Gasenzer
Grace Loudon
Ida Niergarth
Grace Walker
Karl Loehr
May Carroll
Frances Gillan
Maggie Hopping
Florence Johnson
Etta Murray
Jennie Stone
Etta Read
Carrie Cole
Frank Jacoby
Arthur Moburg
Irene Pierson
Kittie Wortman
Guida Livingston
Nellie Dickinson
Hattie Green
Sallie Hartson
Kittie Kimball
Kate Riley
Emma Tayman
Mamie Robb

CLASS 1889

Maude Ament
Anna Burke
Eva Fry
Bessie Harvey
George F. Langdon
Kate O. Murphy
Lillie M. Spreen
Carrie Zolman
William R. Bach
Bridget T. Delaney
Leonard F. Fulwiler
Mary E. Kirkpatrick
Flora Livingston
Marguerite O'Donnell
Clara C. Tayman
Clara O. Beam
Maude B. Frank
Marie E. Gmehlin
Edward F. Kline
Lizzie McDonald
Julia A. Rouser
Nellie Winslow

CLASS 1890

Mattie R. Barker
Maggie L. Bowen
Kate L. Cavanaugh
Maggie F. Dailey
Anna J. Hall
Marian G. Ives
Howard D. Marsh
Helen L. Price
Henrietta Reeves
Ida M. Wortman
Celia Behr
Eugenie M. Bradley
Mamie I. Clark
Celia Deane
Ella G. Hayes
Emma F. Lang
Julia E. Maxwell
Aliee Radford
Olla M. Seltzer
Nannie Belle Blue
Frank Capp
Gertrude Crane
Hannah M. Flanagan
Agnes L. U. Heldewald
Clifford A. Lovell
Walter Milner
Annie M. Radford
Edith M. Witherell

CLASS 1891

Lucy Burk
Maggie Gasenzer
Della G. Loehr
Rea Miller
Mary Plaut
Carrie Griffith
Grace Fell
Jennie Holly
Payne Lovell
Clara Root
Lillian Craig
Charles Hall
Maurice Fitzgerald
Susie Johnson
Wave Miller
Ben Winslow
Nellie Downs
Della Stevens

CLASS 1892

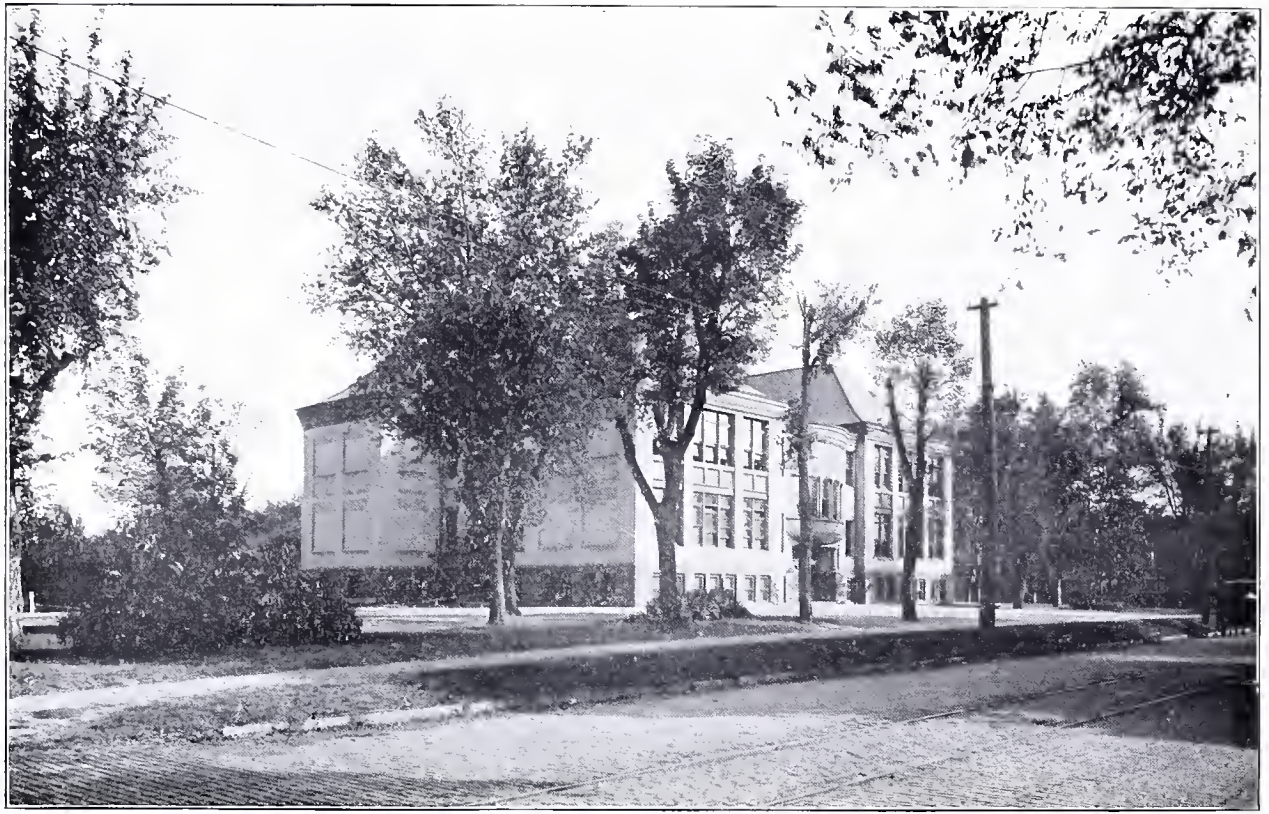
Rose Fitzpatrick
Judith Penner
Jennette Hobson
Cora O. Beam
Lillian Knisley
Lillian Little
Francis M. Thompson
*Ada A. Kuhns
Josie Hulva
Lena Walkan
Edward G. Condon
Charlotte M. Kates
†Mary O'Rourke
Ida Johnson
Gertrude D. Andrus
Lelia McCormick
Sarah Morton
Elizabeth Ryan
Frederick Gray

†Valedietorian
*Salutatorian

CLASS 1893

Elizabeth Kelley
Emma Radford
*John C. Hassler
†Alice M. Martin
Maud McFee
Mary Sheehan

†Valedictorian
*Salutatorian



Franklin School

CLASS 1894

Lizzie A. Baldwin
Bertha E. Drosten
Nettie M. Kuhns
Evia M. Sickles
Sylvia L. Wiley

†Anna R. Bates
*Sarah E. Stowell
George W. Parker
Alice L. Sweeney
Emma M. Sims

Grace Jeter
Lillian G. Hayes
Frances I. Perry
Bertha Wetzel

†Valedictorian
*Salutatorian

CLASS 1895

Mary Altes
William Kummer
Amelia H. Gmehlin
Emma R. Deutsch

†Mary A. Taylor
*Mae E. Barbour
Anna Mae O'Donnell
Ida N. Kreis

Minnie R. Brown
Kate May Costello
Grace I. Burke
Katherine F. Kinsella

†Valedictorian
*Salutatorian

CLASS 1896

Flora H. Theis
Stella Moon
Arthur Best
Nellie E. Burke
Will T. Grier
Tina M. Baird
Stella E. Allinson

†Gertrude M. Stowell
Josepha M. Ator
Will L. Morrissey
Will C. Spafford
Bertha N. Reed
*Daisy F. Hopkins

Elizabeth E. Maxwell
Jerome C. Bates
George F. Dillon
Frank W. Brown
Clara L. Klemm
Mabel Chapman Ward

†Valedictorian
*Salutatorian

CLASS 1897

Frederic H. Bengel
Bessie B. J. Ford
Florence Mae Corman
Winifred Gregg
Alma Mae Hamilton
Harriet L. Smith
Jessie Leah Hoevenner
Edwin Warnock Webb

*Letta Brock
Bertha Riebsame
Mame A. Costello
Louise S. Sneider
†Elizabeth Haynes
Josephine Marie Moore
Eugenia Allin

Ada Louis Reed
Dwight Emanuel Will
Flora Pearl Reed
N. Maude Parker
Mary Tipton Shrock
Frederic B. Tavenner
Hally Lewis

†Valedictorian
*Salutatorian

CLASS 1898

CLASSICAL COURSE

Robert P. Bates	George H. Clark	Lulu Ensminger
Sue Virginia Goodyear	⁒†Ruby Margaret Coons	Benjamin L. Goodheart
Maude Miller	‡Ethel English Howell	Jessie McDonald
Lee McClure	Nellie Trimmer	

LATIN-SCIENTIFIC COURSE

Cornelia M. Balcke	Harry P. Evans	Mabel Gray

GENERAL COURSE

Oma Brady	Elizabeth F. Conover	Mary A. G. Cooper
Nettie May Grindrod	Gussie E. Lawrence	Daniel H. Lyons
Louise Behr	*‖†Josephine Ellsworth	Nina Cole
Bessie M. Herod	‡Mae K. Lucas	Charles A. Magin
William Earl Marquam	*Maude E. Smith	Margaret T. O'Neil
	*Edith Mae Richards	

†Highest average made in the course taken
‡Second honors in course taken
*Not absent or tardy for four years
‖Valedictorian
⁒Salutatorian

CLASS 1899

CLASSICAL COURSE

Isabel K. Simeral	Horatio Crist Bent	Beulah Louise Baker
Willard Burr Soper	*‡Elizabeth G. Parker	Florence F. Eldridge
Charles Bingham Ives	Grace Edith Stevenson	Reuben W. Williams
Willia K. Garver	†Edna Alice Hall	H. Borden Calhoun
Glidden Roberts English		

LATIN-SCIENTIFIC COURSE

Bessie L. Spencer	‡Evelyn L. Kinnie	Roy Homer Mouser
Sherwood Clock	‡Alfred Dillon	Herbert Tryner Price
Cora Noble	⁒Edith D. McGinnis	Albert A. Wakefield

GENERAL COURSE

Edna Leona Crawson	Charles T. Carson	Ernest Howard Percy
Florence Percy Morse	Mabel Fantz	Clara Belle Brewer
Della Bernice Jewell	‡Mamie T. McGrath	Clarence Wilbur Coons
	Rachel Pearl Hodge	

*Highest Rank
†Second Rank
‡Highest Rank in course taken
⁒Made highest average in last three years. Precedent requires that one take the full course in order to be a candidate for class honors

CLASS 1900

CLASSICAL COURSE

Lottie May Woods
Walter H. Balcke
†*Christie Parker
¶Libbie McClure
Marthena Knowles
Karl Kershaw

LATIN-SCIENTIFIC COURSE

J. Grant Burns
Effie Viola Anthony
Bernice Gertrude Beeler
Robert S. Fiske
Hortense Elder
Eugenia Johnson
Gussie M. Livingston
Bernice E. Stapleton
‡Adele Harvey
¶Alma G. Lange
Frank W. Scanlon
Edith Stanton Brown
†*Eleanor Mary Culton
Mabel Blanche Boyer
Emma A. Fricke
Louise Hayward
Paul W. Pollock
H. Roscoe Shade
Lucy Parke Williams
Charles S. Kirkpatrick
Henry J. Yost
Edith Radford
Horace F. Prince

GENERAL COURSE

Ada Belle Clark
Hollis Fonner
Cora Belle Stubblefield
Genevieve Moyer
Carrie Hensel
†Lena Mae Fordice
Christina R. Heritage
Fred L. Muhl
Clarence L. Abrams
James A. Light

*Tie for highest rank in four years. Average 92.7
†Highest rank in course taken
‡Second highest average in four years
¶Not absent or tardy in four years

CLASS 1901

CLASSICAL COURSE

Mary Deal
Mae Steele
Julia Holder
Daisy Hopkins

LATIN-SCIENTIFIC

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Jessie Chapman
Carrie Mason
Arthur Smith
Charles Stowell
Earl Waddington
Edith Stanton Brown
Frank Hiltabrand
Lola Miller
Edith Smith
Edna VanSchoick
Alda Wilcox
Mary Christy
Carrie Leach
Grace Moore
Vera May Snow
Emma Viney
Lucy Youngman

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James Costello
Robert Gotschall
Arthur Humes
Madge Montgomery
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Hilda Buescher
Harry Deal
Harley Hallett
Lyle Johnstone
Walter Muxfield
Anna Sweeney
Bernard Capen
Maurice Flynn
Gilbert Holcomb
Franklin Marquis
Agnes O'Neil
Gabriella Witherspoon

NOTES

Latin-Scientific pupils are those who completed two or more years of Latin and enough other work to make thirty-two credits.

Classical pupils are those who have done four years of Latin, one or more years of Greek, and enough other work to make thirty-two credits.

CLASS 1902

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Bessie D. Allen
Emma R. Parker
Irving L. Livingston
Estelle B. Martin
Alfred O. Brown
Paul Lillard
Susan E. Bell
H. Merton Lawler

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Charlotte H. Storey
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Edith M. Russell
Alice M. Symons
Herbert Coons
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Alice M. Kerrick
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Myrtle Disbrow
Ida M. Klein
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Clara B. Geltmacher
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E. Bruce Godfrey
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Mary B. Selby
Edward Scanlan
Ruth E. Kershaw
Harry K. Wilson
Percy Camp
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Mary Holcomb
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Fred S. Bradley
Margaret Baldridge
Albertina Zimmerman
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F. Guy Moore
Herman C. Fisk
Lillian C. Higgins

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Constance Schneider
Clara Louise Sickles
Frank G. Adams
Carl E. Behr
Carl Rankin Dick
Leo H. Flynn
W. Morris Jones
Carl Messick
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W. Baird Wakefield
Helen Mae Green
Clara Louise Burleigh
Grace L. Carlock
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Emelie A. Clark
Flora Ka Del Cooke
Sylvia Grant
Marjorie E. Garrett
Maude Lyndell Honser
Jean Hutchinson
Fay M. Hull
Emily Hart
Mabelle Evans Karr
Laura Lanz
Margaret Shannon
Theresa Levy
Rachel Roe Mitchel
Mary Etta Pumphrey
Eloisa Lydia O'Neall
Jessie M. Patterson
Alice Elizabeth Perey
Rose Leah Radford
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Oscar Pierson
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Wallace Wood Tipton
Winfield L. Youngman
Marvin L. Popple
Chester C. Williams

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Edgar Dwight Doyle
Lee W. Harrington
Richard M. O'Connell
Jay W. Rodgers
John H. Shantz
William Williams
Bernice Brock
Bernadine Brand
Elsie Camp
Nell Churchill
Edith Bereman
Mary Marquis
Henry E. Mandler
Stanley G. Taylor
Carter Stowell
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Eleanor Hoierman
Eva Jane Hileman
Eva Belle Hall
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May R. Bengel
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Mary Alice Parker
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Frieda May Schaeffer
Goldie Imoe Sharples
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CLASS 1905

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Eula Mae English
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Grace Helen Fuller
Rose M. Frank
Elizabeth Selbie Hazlett
Lucile Hodge
Hazel Gertrude Hall
Elizabeth Raisbeck
Grace L. Lash
Olive Marie Loar
Arthur Levy
Roy S. Miller
Ananias C. Littleton
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Zelma E. Monroe
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Helen Mae Hollingsworth
Curtis McCain
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Cleo Odessa Smith
Jennie Tanner
Lucy Wilson
Jay J. Wright
Bessie K. Welch
Charles F. Ryan
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Charles L. Cooksey
Carleton H. Burrows
Irene Cunningham
Grace Elizabeth Jones
Melitta K. Lisle
Marguerite M. Sans
Lena R. Pierce
Julia Edna Muhl
Beulah Harris
Bertha M. Percy
Lathrop E. Roberts
Ralph L. Strickle
Bessie Estelle Selby
Hazel Hodge Berg
Sarah Lucile Hallam
Edna Louise Mahaffey
Roy C. Williams
Louise Lander
Maud S. Lindley
Robert L. Keiser
Mable Wakefield
Mattie Coss

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